REPORT RESUMES

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IMPERATIVES FOR CHANGE, PROCEEDINGS OF THE NEW YORK STATE EDUCATION CONFERENCE ON COLLEGE AND UNIVERSITY PROGRAMS FOR TEACHERS OF THE DISADVANTAGED (YESHIVA UNIVERSITY, APRIL 10-11, 1967).

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THESE PROCEEDINGS REPORT 19 DISCUSSION DEBATES, EACH REPRESENTED BY A NUMBER OF PAPERS IN FOUR MAJOR AREAS--(1) CONCERN FOR ATTITUDES AND BEHAVIOR (ADMINISTRATIVE COMMITMENT, COOPERATIVE COLLEGE-SCHOOL SYSTEM EFFORTS, CULTURE SHOCK, STAFF AND STUDENT ATTITUDES AND BEHAVIOR, AND SENSITIVITY TRAINING), (2) CONCERN FOR PEOPLE (TEACHING ETHNIC GROUPS, SELECTING STUDENTS, HUMAN RESOURCES, INVOLVING COMMUNITY AND PARENTS, AND LEARNING FROM SPECIAL PROGRAMS), (3) CONCERN FOR TECHNIQUES (PRESERVICE STUDENT TEACHING, FIELD WORK, INSERVICE EDUCATION, INSTRUCTIONAL RESOURCES AND EQUIPMENT, AND INNNOVATIVE METHODS), AND (4) CONCERN FOR SPECIAL CURRICULUM ASPECTS (PHILOSOPHICAL AND PSYCHOLOGICAL BASES, ROLE OF THE HUMANITIES, READING AND LANGUAGE ARTS, AND BILINGUALISM). THE FORMAL PAPERS ARE FOLLOWED BY REACTION PAPERS, OVERALL EVALUATION OF THE CONFERENCE, A CONFERENCE SUMMARY OF "IMPERATIVES FOR CHANGE," AND A DIRECTORY OF CURRENT NEW YORK STATE COLLEGIATE PROGRAMS FOR TEACHERS OF THE DISADVANTAGED. THIS DOCUMENT WAS PREVIOUSLY ANNOUNCED AS ED 012 271. (AF)

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Compiled and edited by Adelaide Jablonsky

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Acknowledgements

A document of this type is the end product of the interest and efforts of several hundred educators who individually or in groups approached the problem of improving education programs for teachers of the disadvantaged with the sincere intent of contributing towards the improvement of institutional effectiveness at all levels. It would be impractical to attempt to acknowledge individually the participation by each of these colleagues. Some of them are listed in the pages which follow as presenters, discussants or chairmen. Each of these individuals represented his institution and the thinking of administrators and faculty members who served on the team representing that institution.

As conference coordinator, I would like to voice my appreciation to Commissioner James E. Allen, Dr. Alvin P. Lierheimer, Dr. Vincent C. Gazzetta and Dr. John A. Granito, representing the New York State Education Department, for having asked Yeshiva University, Ferkauf Graduate School of Humanities and Social Sciences to act as host institution and for their having entrusted the coordination of this statewide evaluation and dissemination activity to me. It has been a unique learning experience for me.

It is interesting to note how a short-term task oriented group can be forged into a cohesive team by the flame of shared concern and responsibility. Special recognition should be given to Dr. John Ether, Dr. Caryl G. Hedden, Dr. Ernest J. Milner and Mr. Mike Van Ryn for their unstinting and selfless devotion to the purposes of this conference. Their pooled experience and wisdom contributed greatly to the planning for and the implementation of the conference, and to my personal and professional growth.

The seven recorder reactors deserve special note since they undertook the difficult role of recording and reacting to the deliberations of the college and university staffs. The products of their experience, intelligence and objectivity are found at the end of each discussion debate. Without their perceptions the Inter-university Conference Committee would have been ill-prepared to summarize the conference for the Proceedings.

We thank Dr. Robert L. Green and Dr. Richard H. Popkin for their generosity in agreeing to devote two full days to helping us see our problems and our discussions more clearly and for the clarity and integrity with which they shared their perceptions and prescriptions.

Our thanks to Dr. Leonard J. West for sharing with us his perceptions derived from his ERIC Center on School Personnel, and our appreciation to Dr. Edmund W. Gordon for having mobilized the resources of the Information Retrieval Center on the Disadvantaged in order to present the comprehensive and scholarly report of his findings.

Mr. Bert Jacobson and his staff in the public relations department of Yeshiva University contributed their talents in designing the graphic arts aspects of this document.

In an activity of this dimension there are many unsung heroines without whose assistance none of us would be able to achieve our professional objectives. These are our secretaries, and representing them I would like to express our gratitude to two whose competence kept the technical gears running smoothly: Miss Rae Schroeder at the office of the State Education Department and my secretary, Miss Deena Landau.

Lastly, I wish to express my appreciation to Fred Jablonsky who contributed the line drawings and to my husband Ben Jablonsky whose patience and support made it possible for me to contribute to this conference.

A. J.

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The Conference Structure

As Dr. Alvin P. Lierheimer indicated in his prefactory remarks, Commissioner James E. Allen appointed an Inter-university Conference Committee in October 1966 to plan and coordinate this conference. The initial request to the liaison representatives of colleges and universities and their teams was for an internal evaluation of programs with the preparation of a preliminary statement indicating those aspects of the institution's activities on which it was felt a firmly based statement could be made as a contribution to the thinking of the participants at the conference.

Approximately 100 institutions were contacted originally as having some program, however large or small, related to preparing teachers or other school personnel. Due to the fact that many programs had just been started, preliminary statements could not be prepared by all institutions. Statements were submitted by 35 institutions. From these the design of the conference evolved, with the establishment of 19 discussion debates constituting the core of the conference. At these debates faculty representatives of the colleges and universities presented their thinking and the justification for their thinking and recommendations. In most sessions, after the presentations several qualified faculty members of other institutions discussed and reacted to the presentations. After this panel further explored the implications of the papers the audience was invited to add to the thinking of the group through new insights and/or reactions to those already shared.

The Inter-university Conference Committee had structured a series of questions for the discussion debate chairman to read at each session in order to attempt to move the group toward some consensus.

At each session there was an invited recorder reactor whose responsibility was to summarize the discussions and to react to them, not at the sessions but by preparing a statement for this document. These recorder reactors were selected as individuals who are not presently and directly associated with college or university programs but whose activities in the field of education in relation to teaching the disadvantaged or working with teachers of the disadvantaged had placed them in the position of being highly qualified to assume the responsibility of evaluation and prescription for the future. The reader will, therefore, note that chapters four through twenty-two each consist of several papers on a stated topic followed by a summary by the recorder reactor and a reaction paper. Recorder reactors made no attempt to select and record comments on the basis of their own opinions of merit. As far as word limitations permitted, the recorder reactors merely attempted to record the points that were discussed. The reaction, however, is purely the opinion of the writer.

Four Educational Research Information Centers were asked to report on the research findings in their files. Their papers appear in chapter twenty-three.

Since evaluation was one of the prime objectives of the conference, three surveys were conducted to elicit information and reaction from teachers who had participated as students in programs during the last several years, from their principals, and from cooperating teachers who had been identified by the colleges and universities as gifted teachers of the disadvantaged who were also master cooperating teachers supervising student teachers. The summary of those responses was the basis for the initial presentation at the conference and appears in chapter three.

The conference committee felt that the final session should consist of evaluation alone. They, therefore, asked Dr. Robert L. Green, Associate Professor of Educational Psychology at Michigan State University, to attend the conference speaking for the community of the disadvantaged to evaluate all of the activities of the conference and to prepare and deliver a statement at the last session. Dr. Richard H. Popkin, Professor and chairman of the Department of Philosophy at the University of California at San Diego, was similarly asked to evaluate the conference as a whole from the viewpoint of the liberal arts segment of university structure.

Prior to the last meeting several hours were set aside for institutional and group meetings to evaluate the conference and to indicate directions for the future. Drs. Vincent C. Gazzetta and John A. Granito represented the New York State Education Department deliberations, and several institutions were heard from. All of these evaluations appear in chapter twenty-five.

In an attempt to evaluate the sum total of all of the previously mentioned reports and the conference itself, the Inter-university Conference Committee prepared the concluding chapter to the Proceedings. This chapter, we trust, may form the basis for future activities on the part of the New York State Education Department, the colleges and universities, and the local school systems for improving programs for preparing teachers for the disadvantaged.

GREETING

Dr. Alvin P. Lierheimer

A sudden change in plans has given me this pleasant opportunity to welcome you on behalf of the New York State Education Department.

Financial support for this conference has come from the State Education Department, therefore it was our hope that either Commissioner Allen or Deputy Commissioner Nyquist could be here to lend their support and to greet you. For many years their leadership activities have illustrated deep and continuing commitment to equality of educational opportunity. Prior commitments made it impossible for them to attend. We had hoped, then, that Paul Bulger, our newly appointed Associate Commissioner for Higher and Professional Education, would be here, but even this possibility disappeared late Friday afternoon as a result of a necessary but unanticipated assignment.

All I can say to you is that if you didn't get "brass" you're going to get "heart". It is my pleasure to welcome you to this conference on behalf of the Department and to express my gratitude at seeing such a response on the part of the colleges in New York State.

Interestingly enough the educational innovators are planning to go to Hawaii for a national meeting shortly, although I am not sure that it is in Hawaii that major educational innovations are to be observed. On the other hand, a large number of the movers and doers come to this major urban center today to work over education's most problemsome area. Less glamorous but more realistic! Our problem continues to be how to train teachers of the seemingly unteachable.

It has been puzzling to note where concern for disadvantagement appears. One would expect to find the urban university deeply involved in this field and it typically is. One would also hope to see a major state university so involved because of its concern for *all* students. At present significant interest and commitment to this field does not appear to be a top priority item.

One would hope also to see an engulfing concern for teaching the disadvantaged on the part of religiously affiliated colleges. Such service would witness the special reasons such institutions have for being. Despite some exceptions, the display so far has been somewhat disappointing.

Happily there are unique individuals in each higher institution for whom the challenge of adversity furnishes meaning for life. These are the people who relate to the skittish generation of under twenty-five year olds, at least to the younger individuals who go beyond shaggy rebellion and invest of themselves in programs like the Peace Corps, VISTA, or the National Teacher Corps.

This conference should be useful and should yield clues for each of us to improve our responsibilities for teacher education. And *that* needs doing! *Every* student is disadvantaged when he is taught by a poor teacher. But to put with an inept and an insensitive teacher a youngster already handicapped by social and economic deterrents to self-fulfillment—such action is immoral!

Dr. Lierheimer is director of the Division of Teacher Education and Certification of the New York State Education Department.

GREETING

Dean Joseph B. Gittler

Welcome to Ferkauf Graduate School of Yeshiva University. I hope that you will find your conference profitable and exciting.

Each spring, and for the past five years, Ferkauf Graduate School has been conducting an Invitational Conference on Urban Education. I am glad to have this conference serve as a substitute for the conference this spring—i.e., the Sixth Invitational Conference on Urban Education. The interests and themes of both are very similar.

I believe it is fitting for Yeshiva University to act as host to a conference on the disadvantaged. For the last several years we have maintained Project Beacon, consisting of a graduate level program of instruction, research, consultation, and demonstration projects aimed at improving the education of disadvantaged children.

Our Reading and Language Arts Center is engaged in research, teaching, and dissemination of information in reading and related language arts. Curriculum research in high intensity learning with disadvantaged children and youth is currently its major focus.

Ferkauf Graduate School operates the Information Retrieval Center on the Disadvantaged which assembles books, articles, and reports for study by persons interested in the field of compensatory education.

We have also recently established a Center for the Study of Minority Groups whose main purpose is to foster an interdiscipline approach to generic problems of cultural and ethnic minorities.

Numerous research grants and projects, and a large number of publications of our faculty have centered on minority group and disadvantaged themes.

Yeshiva University's concern in this field has covered a major part of its short history. This concern has a moral impetus. Some of us were motivated by the moral-social principle that "unless an individual is free and able to obtain the fullest education with which his society can provide him, he is being injured by that society." This moral precept is self-sufficient to men of beneficence and social spirit.

An additional base besides the ethical, surrounds our preoccupation and concern with the disadvantaged. In recent years sociologists have recognized the fact that a new order of society has emerged in the United States and some other countries. This order has often been referred to as the "mass society."

It is a fundamental characteristic of this mass society that its "masses" (population) have become incorporated into society—its central structure, government, and institutions. In the pre-mass society the larger portion of the population tended to be unaffiliated, unintegrated, and extraneous to the energies and functions of society. They were aliens to their own birthplace.

The mass society equates social citizenship with demographic membership. It espouses the idea of egalitarianism, insisting that all men possess certain irreducible dignities and rights.

None of these tendencies of mass society has attained anything like full realization. It is fitting that we turn our minds and energy to conference and study. For the comprehensive understanding of what appears a vigorous social trend toward a mass society is the only way to preclude pathological dislocations.

Dr. Gittler is Professor of Sociology and Dean of the Ferkauf Graduate School of Yeshiva University.

GOOD, BAD OR INDIFFERENT?

Dr. Adelaide Jablonsky

The decision to incorporate the analysis of responses to three questionnaires in the deliberations of the college and university staffs at this conference was made in order to add perspective from a sample of teachers who had completed recent programs within the state and to provide insights into the perspective of principals and cooperating teachers, our colleagues from the school systems. The responses, indicating a very strong desire to be heard, imply faulty channels of communication at the present time and an urgent need for increased involvement at all levels of the teaching profession.

In discussing the utilization of the questionnaires, three negative reactions were encountered: first, that the teachers would not respond; second, that no statistically defensible information would be secured; and third, that one does not ask a patient to prescribe his own medicine. We would like to dispose of these three comments before getting to an analysis of the questionnaires.

In answer to the first, the questionnaires were completed and returned, despite a lengthy covering letter and the open end form which meant a good deal of writing on the part of respondents. Details about the number returned in each of the three groups of questionnaires will be discussed later. Many forms were continued on to the backs of pages and on to additional sheets of paper. The responses were thoughtful, meaningful and frequently impassioned. There is not much to be gained from questioning who did answer, who did not answer, what would those who did not answer have said had they answered, since a large number of teachers and principals have spoken to us through these questionnaires, and what they have said has great pertinence for our deliberations.

As for the question of statistical justification of these data, we refer you to a movement toward a second type of research, particularly in areas such as those with which we are concerned, which justifies what can be learned even when classical research models are not followed. As Dr. Nevitt Sanford has written, in "The Study of Human Problems as an Approach to Greater Knowledge About Man," discussing action research and social experimentation in the solution of human problems:

> By starting with the assumption that practical problems are complex, interwoven with other problems, and tied to long-range human and social goals, he initiates a process of inquiry *in which his clients become involved*, and in the course of which he may ask questions of general scientific interest. Most often the question will take the form of how might individuals or social structures be changed in some desired way.

As for the third criticism, the teachers came to our workshops, seminars and institutes either because they felt the need for remediation or they were referred by their superiors for help in improving attitudes, behaviors, skills, knowledge. They submitted themselves to the therapy designed by the colleges and universities, with the assistance of the State Education Department, the United States Office of Education, or other supporting agencies. After their participation some respondents felt that they had been helped, that they could better face the challenges of their classrooms, to educate the disadvantaged children in their classrooms. Others felt that their experiences were not helpful, and they tell us why. They are not prescribing remedies for the problems; they are telling us which of our remedies made them feel more confident, more competent.

As for the principals and cooperating teachers, they are our professional colleagues in these teacher preparation tasks and, therefore, what they have to say is of extreme importance to us. Unfortunately, the structure of this conference did not make it possible for them to participate in person. However, you will note several consistent threads evolving out of the three separate questionnaires.

THE TEACHER'S QUESTIONNAIRE

The New York State Education Department had within its files information concerning participants in workshops, seminars and institutes which had received financial assistance from or through their offices. In addition, they were aware of federally supported programs or programs supported by individual colleges or universities which had been designed for improving teaching for the disadvantaged. Questionnaires were sent by the state to all teachers on these lists, totalling 915 participants. Of these, 211 teachers returned questionnaires, representing participants in 23 workshops, seminars or institutes. These programs were representative of activities in 16 colleges or universities in New York State.

The programs included emphases on the teaching of reading, music, science, speech, English as a second language, the culture of disadvantage, urban sociology, emotional disturbance, guidance, supervision, conversational Spanish, language arts, mental hygiene, addiction, curriculum development, Head Start.

From the responses it becomes clear that many of the programs were highly successful in achieving desirable outcomes for the teacher-participants. It is equally clear that a small number of institutes were very unsatisfying and unsatisfactory when measured against either the participants' criteria or against the norms for all the programs. Reactions to the very good and the very poor programs are virtually unanimous. In the middle group we find, in some instances, that reactions show differences in receptivity on the part of the teachers, with some of the teachers responding very favorably and the remainder negatively. Some of the reasons for these differences relate to personal reactions to group dynamics activities or personality differences. There were problems of heterogeneity which resulted in experienced teachers being satisfied in instances where inexperienced teachers felt lost, whereas in other workshops experienced teachers felt that the level was too elementary while the inexperienced teachers responded favorably. In several workshops which cut across all age levels and subject areas, there were differences of reaction indicating that the workshop met the needs of some of the participants but not of others. While the theory basic to these experiences was generally accepted, the structural and staff problems precipitated highly emotional reactions. Directors of such programs must become more sensitive to these pitfalls and should attempt to minimize these negative effects.

In the analysis which follows, no reference will be made to individual programs, positive or negative. Selection of quotations was made so that statements are representative of positive or negative reactions to programs without reference to the overall acceptance of any particular institute.

Most of the programs served teachers within their local com-

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munities. Several of the summer programs had wider representation of teachers from other communities within the state or from other states.

With very few exceptions, the participants are presently working with children from disadvantaged communities. While the selections below are limited, they represent an overwhelming majority of the schools in which these teachers work. The way in which teachers describe their classes or the communities in which their schools are found is very illuminating, and we quote:

"The community—low economic and aspirational level: one of the highest drop-out areas in the nation." "An extreme poverty pocket." "A Negro ghetto area." "Community is concerned because of gangs and violence it has wrought." "Non-English speaking children on welfare." "The majority of children in my class are two years retarded in reading and mathematics. The neighborhood is semi-industrial mixed with slum housing. Most of the families are on welfare and are one-parent households." "My class is composed of emotionally disturbed children who couldn't get along and were a hindrance to the teachers of their regular classes." "I teach the 'slow' group in first grade." "My sixth grade class consists of culturally disadvantaged students of average ability who are underachievers." "The white students are bussed in." "The Negro students are bussed in." "We are in an area scheduled for urban renewal." "Ninth grade students reading at 2.5 to 5.0. Population from low-middle to low-low."

Reactions while participating in the program and general after-impressions varied from such positive statements as: "This course was an invaluable experience for me. In all my schooling it seems this has offered me the most practical help." "The best educational experience I have ever had. It inspired me so much that I now want to get my doctorate." —to negative reports such as "The lectures were poor, the discussion leaders disgraceful, a great deal of time was wasted, there was poor morale." "I was wasting my time." "It had little if any relation to its title of teaching disadvantaged children except for the fact that it was being conducted in a school in a disadvantaged area." "There was no effort to tailor the coursework to the backgrounds of the participants. Little time was spent with children. What time was spent with children was poorly arranged because there was no continuity of programing." "An outrageous waste of time and money as well as a tremendously disappointing experience. A total lack of stated objectives, goals, purposes, syllabus. The 'education' people were generally incompetent, unavailable as well as unprepared." "These teachers were not interested in examining the best way to teach, but would resent any opposition to their views about education. This fact alone should have barred any teacher from instructing other teachers about pedagogy." "I don't go much for this patting on the back of active teachers—I dislike even more the popshot criticism college personnel make from the safety of the university."

In the section asking about the most valuable element of the program, we find several important consistent threads. As would be expected, the qualities of the faculty were considered crucial to success. The successful faculties were experienced in teaching the disadvantaged, were committed, well organized and helped the participants to develop new insights or new skills. Several respondents recommended bringing into the university courses, as members of the staff, teachers who had been successful in teaching the disadvantaged. They felt that the practical contributions of these people would be an important balance to the theoreticians. It was suggested that principals and other supervisors be involved with these workshops and institutes, both as resource persons and then as implementors back in their schools. Some teachers expressed resentment at the fact that when they went back to their schools, materials were not readily available and, on occasion, their principals or superiors either did not encourage them to introduce what they learned or, in fact, actively discouraged them from doing so, highlighting the need for greater university-school system coordination of these activities. Many of the teachers referred to undesirable circumstances in their schools which made application of their learning difficult or impossible, such as problems of size of class, lack of assistance with highly disturbed children, poor physical facilities for teaching, strictured curriculum and a lack of appropriate materials and supplies. Many references were made to the need for working directly with parents. "Clean the slums, educate the parent, awaken the community, then there will be no problem in our schools. If not, all your inquiry, questionnaires and millions for educational programs will be a waste."

Techniques for developing new insights need further refinement since those programs which aimed at greater self-awareness, change in stereotyped perceptions and ultimate changes in behavior were seemingly successful with only a segment of the participants, with an equally large segment untouched, resistant and often hostile to the experience. A more consistent evaluation appears in relation to techniques used to develop skills and to introduce materials. Most favorable reactions were to having new materials demonstrated in the classroom by competent master teachers, with an opportunity to discuss the observation immediately afterwards to resolve any questions or to clarify misperceptions. In order to be completely effective, however, this experience had to be followed by an opportunity for each participant to use the materials under supervision. In certain areas extensive and intensive laboratory experiences were asked for. Teachers often want to experience the same feeling, motivation and activity to which they will try to expose their children.

These requests raise the question concerning education as a profession versus education as a profession and a technology. It appears that the methods to which the teachers respond favorably are not those which impose upon the students prescribed sequential activities, but rather those methods which permit the teacher to hear and understand the interests, competence and problems of her students and then provide her with the facility to arrange for individualizing of learning through pupil manipulation of materials at his own pace. "Let them teach us to teach them." The methods and techniques must be predicated on a strong theoretical base which is transferable to other situations and other curriculum areas. Teaching for concepts and teaching for problem-solving can only be effective if the teachers have the knowledge on which to base such a program.

It was felt that preservice and inservice classes should be limited in size so that the complexity of organization does not get out of hand of the staff responsible for planning and for teaching, and, therefore, individuals will be helped to experience and understand the new techniques and the reasons for their use. A human relations approach between the instructors of institutes and the teacher-participants with respect for divergent opinions and an opportunity to learn attitudes through precept could then be effectuated.

Several teachers discussed the stipend rather than motivation for learning as the reason for many participants attending these sessions. These comments appeared more in the large groups where apparently recruitment was difficult and selectivity minimal.

There was an urgent cry for follow-up of institutes after the teacher has returned to the classroom, with a member of the staff of the institute coming to the teacher's classroom to observe and to help improve her competence with the new materials and the new techniques.

Although the multidisciplinary team approach to these courses seemed to have positive outcomes for most participants, there was a variety of response to guest speakers, with the range of reaction from rejection of "spectator learning" to appreciation for having had the opportunity to hear and react with and understand the messages of an outstanding civil rights leader, or a group of Negro teachers, or a subject specialist such as an anthropologist, or a linguistics authority. Debates with civil rights advocates to clarify the range of philosophy and action in community groups were asked for. This leaves us with the questions as to why do we utilize these ancillary lecturers? How should they be selected? How can they most effectively be used to produce desirable outcomes?

Another very valuable element of the workshops was the interaction among the participants. It is interesting to note how many teachers have referred to their learning from each other, and they ask for more opportunity to share problems and practices. Well planned field trips into the disadvantaged community, with opportunities to meet with and learn from workers and residents within those communities received favorable mention.

A limited number of courses used closed circuit television programs, films or tapes showing model lessons. When these were good they were very very good; however, when they were bad, poorly selected and poorly displayed, they evoked tremendous hostility.

Many of the teachers indicated by their closing extended remarks that they were concerned with the great social problems and the roles which teachers as citizens should play in helping to resolve some of these problems. Several of the teachers who identified themselves as having lower class origins resented what they described as condescension on the part of the college faculty and on the part of the teacher participants. It was felt that the confrontation between people from the community and the community organizations with the professional educators helped to further understanding on both sides and clarified respective roles.

There were several references to greater understanding of the problems outside of the individual teacher's own community, especially the understanding by people from rural communities of the problems faced in inner-city areas. It was suggested that groups of participants be better integrated racially than the imbalance shown in the past. For teachers working with Spanish speaking children or with other children for whom English is not their native language, courses in the language should be offered so that teachers could have bilingual competence to work with children they are trying to help become bilingual.

Several respondents suggested that we reduce emphasis on Negro disadvantaged and include all disadvantaged. In addition, it was noted that "the distinction between good education and education for the disadvantaged is a false notion, if we assume that good education is that which provides for a high degree of individualization and adaptation. To attempt to create a special block of disadvantaged education beclouds the issue of education generally." There was an almost universal urgent plea for more inservice education experiences for themselves and for all teachers.

THE PRINCIPAL'S QUESTIONNAIRE

The questionnaire for principals was sent to the heads of the schools in which the teacher respondents are presently working. For several reasons the results of this questionnaire were less productive than the questionnaire to those teachers who had participated in special programs. One reason for the reduction in usefulness was the lack of clarity in our covering letter which did not make it clear that we were only interested in an evaluation of special programs conducted by colleges and universities for teachers of the disadvantaged. A number of principals responded in relation to all inservice experiences including inservice seminars conducted by school systems. An appreciable number of these questionnaires were returned with very little information on them because some of the principals were not aware of special programs to which their teachers had been exposed. While we selected these principals because teachers in their schools had within the last two months notified us that they had experiences with specialized programs, some principals noted that no teachers in their schools had been exposed to such experiences. This seems to indicate a lack of communication from teachers to the heads of their schools concerning their continuing education. It appears that any principal of a school in an urban community who had to report that no teacher in his school had been exposed to a specialized program in preparing to teach the disadvantaged should be concerned about the lack of inservice education. A third weakness was an outcome of the principals' referring the forms to assistant principals and guidance counselors rather than completing them themselves. We wondered whether this was due to the principals' not being in direct contact with their teachers and, therefore, not feeling able to answer the questions or whether pressure of other work made it impossible for them to do so. Since the request came from the State Education Department, one would have assumed that the principals would have responded personally. The fourth reason for the reduction of effectiveness was the inability of my office to get the names and addresses of all of the principals of the schools in which the teacher respondents were working. Therefore, we did not reach our entire potential sample. If these concerns relate to those principals who did respond more serious questions arise concerning those who ignored this request for their professional assistance in a mutual and urgent task.

In all, 111 forms were distributed to principals, of which 24 were returned. The responses demonstrated a broad range of evaluation of teachers, from no discernible improvement to improvement of attitudes, interest, and teaching ability. The range also demonstrated the difference between schools in which all administrators and teachers were involved on a continuing basis in inservice improvement of instruction to those schools where apparently little or no active responsibility was assumed by the administration of the school. It might appear inappropriate to generalize from the small number of responses which we received. It will have to suffice to say that many of the concerns and suggestions which appeared in the teachers' responses were reinforced by the principals. Quality of faculty, introduction of new materials, and training in effective techniques were the most successful elements of the programs as communicated by the teachers to the principals. In almost all the schools the teachers had in some way indicated change in attitude or in teaching ability through performance in their classrooms, requests for additional information, and the sharing of their new insights and skills with other teachers.

Principals indicated that they had furnished additional support to enhance the outcomes of the special training programs by granting requests for special materials and books, encouraging exchange of ideas and continuing evaluation, encouragement of experimentation and publication, recognition of growth by appointment to positions of greater responsibility, supplementary staff, utilizing the teachers as liaison with parents and parent groups, and on the job supervision.

Of greatest pertinence to our deliberations were the responses to the open end sentence, "If I were designing such a program, I would be sure that . . ." The responses with the greatest frequency were that the instructors in the courses should themselves be experienced in teaching the disadvantaged; that the teachers should be models for the novices to emulate. There were many references to the undesirable aspect of the one-shot course with a plea for continuing education experiences especially ongoing support from institute staffs when the teachers return to the schools. While many of the principals noted need for change in attitudes, the strongest plea was for stressing specific techniques for the use of effective materials.

There were several criticisms of the way in which teachers were selected for enrollment in programs. Many felt that principals could be helpful in selecting the best teachers for certain kinds and levels of experience.

Principals reported resentment on the part of teachers to skewed or distorted presentations, feeling that there should be opportunities for balanced views openly explored, debated, and ultimately resolved by the teacher for himself. We again find emphasis on small group and laboratory instruction rather than on mass instruction, with more classroom observation and help in coping with disciplinary problems. It was suggested that programs concentrate on several selected schools, therefore, flooding those schools with teachers motivated with new insights toward improvement of instruction. "Delimit theory and plan for daily realistic problems as they occur." The programs should not be university oriented or directed but rather be school-university with equal responsibility for directorship, utilizing experienced teachers and supervisors from disadvantaged schools.

Principals were concerned about the continual challenge of orienting and assisting new teachers; also, the lack of commitment of new teachers and experienced teachers, many of whom devote a good deal of their time and energy to after school jobs or who are looking for placement in more favored schools.

They asked for better teaching conditions within the schools, reduced class size, better equipment and supplies, and special services for all schools in the inner city. The solution to these problems will, of course, need to come from within the school system and are only tangential to our theme.

In closing, we quote without comment a few statements made by principals. "I cannot see how you can gain understanding by continually telling a hard working, exhausted teacher that she is an 'inferior ghetto' teacher; that she is prejudiced, etc. I have found many who are dedicated and conscientious—they resent these attacks." "I found little major change; some insight into new and improved techniques where program was better prepared and staffed; some defensive reaction on the part of many teachers as a result of what they considered an organized attempt at 'brainwashing' to rationalize cultural gap of minority groups." "If I were designing such a program, I would be sure that practical means of handling disruptive and unmotivated children were given. How do we help the disadvantaged child to see the importance of learning? Where there is apparently poor potential, how do we make a child feel self-respect so that he becomes a good citizen?" "My experience with most (not all) courses in this area is that they tend to be rather abstract and even in the case of workshops involve little actual work or contact with the subjects or the problem in any constructive way."

THE COOPERATING TEACHER'S QUESTIONNAIRE

As the conference plans developed, it was felt by the Inter-university Conference Committee that a third group of personnel in the school systems should be surveyed for insights into improving teacher education programs. All colleges and universities participating in the conference were asked to submit the names of gifted teachers of the disadvantaged who had been identified as superior cooperating teachers working with student teachers. While the first survey of teachers helped to gain insights concerning inservice programs through the eyes of teachers who had recently been students in such programs, it was expected that this survey would provide valuable information about preservice sequences. Since this was a highly selected group, only 182 questionnaires were distributed from 17 lists submitted by colleges. The cooperating teachers returned 50 three page questionnaires; very complete, very literate, very thoughtful.

While there were minor differences between elementary and secondary level respondents, there again was strong consensus on several crucial areas. Most of these recommendations are not new; we have heard them from voices both within and without the profession of education during the last many years. But if we must hear them again, they raise the question: Why have these requirements not been satisfied within our programs? Are we offering rationalizations rather than reasons for excusing obvious deficiencies in the preparation of new teachers? What obstacles can be overcome to eliminate these problems?

In discussing field experiences, the majority of cooperating teachers emphasized the need for meaningful experiences with children in disadvantaged communities before student teaching to orient students to the culture within which these children live. Work in community agencies, one-to-one tutoring, observations of classes on several grade levels, camp experiences and similar activities were recommended, starting as early as the freshman year of college. As for student teaching itself, it was felt that the primary objectives could not be achieved within less than a full time, full semester experience within the schools as a minimum. A high percentage of respondents indicated the need for a subsequent full year's internship under the supervision of a master teacher or heavily supervised first year of teaching in addition to student teaching before neophytes should be given responsibility to conduct classes independently.

Several teachers suggested that time was not the only element in successful student teaching. There appears to be a need on the part of the universities to establish a clear set of objectives to be fulfilled within the student teaching experience. Perhaps a list of twenty or thirty operations vital to survival in the classroom should be worked through and lived through by the student teacher, whether for one individual this took three months, or for another a year-and-a-half. Some objectives might be:

a. designing of a progressive series of five, ten, fifteen, etc. minute lessons on the same topic or activity;

b. designing a test, and then developing a series of lessons to insure a common ground of learning, upon which the children would be tested;

c. attempting to teach similar material to three groups of students, or even three individual students with widely different capacities;

d. expecting that the student teacher would grow beyond his inclination to watch his lesson rather than learning about his students, their methods of learning, their need to learn and their achievement. This problem of student teachers being tied to their lesson plans was reiterated often.

e. designing two or three different ways of developing an idea or concept, and then attempting to predict which approach would be best suited to a specific class situation. This might appear to some to be over preparation, but it would provide the student teachers with alternative ways of approaching teaching.

f. designing ways in which children can teach each other;

g. evaluating what children have learned from their peers or outside of the classroom activities;

h. understanding the differences in and planning for: introductory lesson, review, exploratory lecture, mechanical or individualized types of instruction;

i. preparing for assignment to extracurricular activities such as school newspaper, yearbook or special clubs;

j. comprehension of the cultural differences between ghetto children and the society from which the teacher has come, including direct contact with the community and the home. For these purposes, the campus school was described as being inadequate in helping teachers to prepare for inner-city communities or to gain familiarity with the history and culture of minority groups.

k. experience in handling disciplinary problems such as impertinence, classroom fights and threats. These should be realistically attacked by our programs, perhaps by extensive role playing prior to exposure in the classroom.

l. ability to recognize and help quiet, withdrawn children;

m. development of techniques of questioning and, more importantly, listening to the responses of pupils;

n. comprehension of the amount of information that children can absorb within a given period of time;

o. reinforcement of the assumed strong preparation of subject matter to be taught, which on the high school level indicates a strong concentration in one discipline, but on the elementary school level a strong concentration in all the basic subjects;

p. understanding themselves more realistically through counselling, group processes or other techniques, to comprehend their motivations for teaching, their personality strengths and weaknesses;

q. comprehension of the level of the students with whom they are working, and a comprehension of the level of language which is appropriate at the grade;

r. strong competence developed by methods courses, with at least two, possibly three, semesters devoted to reading diagnosis and remediation, and sufficient experience with mathematics, science and social studies to make the teacher both comfortable with the content and capable of employing the methods. Concern was voiced about overlapping and an imbalance in emphasis. Questions were raised as to the time relationship between these courses and placement in schools.

s. teacher administrative and clerical responsibilities including a rationale for grading and practice in grading sample materials;

t. comprehension of resources for teaching; ability to use syllabi, course of study materials and curriculum guides;

u. comprehension of intrinsic motivation;

v. training in what to see in the classroom, and what to avoid seeing and to develop an awareness that discipline is a means rather than an end;

w. exposure to new organizational patterns such as team teaching, non-graded classes and both homogeneous and heterogeneous grouping;

x. ability to use group dynamics and role-playing techniques;

y. understanding of case studies to translate generalizations into specific people and circumstances;

z. competence in handling audio-visual equipment, the utilization of the mass media, duplicating equipment and the new uses of educational hardware. Not only should the use of equipment be learned, but also how to prepare materials for use with each of them.

aa. awareness of professional responsibilities and ethics with participation in activities of one or several professional organizations.

There was almost unanimous agreement that provisions should be made to relieve cooperating teachers for some periods of time each week so that they may have periodic conferences with their student teachers and the college supervisor. It was felt that college supervisors did not supervise their students often enough, did not spend enough time in consultation with their student teachers after observations, did not spend enough time in consultation with the principal and the cooperating teachers in preplanning the experience for the student teachers. Work-study sessions between college supervisors and cooperating teachers should be a mandatory part of the program. The sacrificing of many lunch hours might be avoided by arranging for after 3 p.m. conference sessions, paying the cooperating teacher for overtime spent. There appears to be a deficiency in communication concerning the expectations and objectives as viewed by the university. There was a strong feeling that the master teachers should be involved as clinic professors in assisting in instruction in the methods courses, or in teaching the methods courses independently.

It is most unfortunate that many of the respondents felt very strongly that university supervisors operated from "ivory towers." It was recommended that university personnel return to the schools every five years for a semester or a year in order to refresh their contact with the realities of the classroom situation. Here again we get a strong plea for closer university-school system ties.

There were many recommendations about the kinds of special services that student teachers should receive from the school staff. These included:

a. an examination of a difficult student's complete folder and a follow-up conference with the guidance counselor, and perhaps a home visit;

b. a full day in the dean's office, with an opportunity to discuss with the dean any questions about individual cases which had been observed;

c. a day following the program of an assistant to the principal or a chairman of the department with an opportunity to observe, with him, a teacher being evaluated, and to be involved in the consequent write-up of the evaluation;

d. an interview with the curriculum coordinator concerning the organization of teaching plans and appropriate books and supplies;

e. several periodically scheduled individual and/or group opportunities to talk with the principal of the school;

f. a conference with the president of the school's teacher's association, or even with the representative from the central office of the local school's teacher's association;

g. protracted observation of and work under the supervision of the corrective reading teacher;

h. opportunity to work for a day with the audio-visual coordinator;

i. day or a half day spent with the school nurse;

j. a conference with the school psychologist, the school social worker, or a representative of a social work agency in the community, the dental health team, the speech therapist, the physical education teacher, the music teacher, the art teacher, attendance officer, school clerks and custodians;

k. a trip to the district superintendent's office and conferences with district curriculum coordinators, with thorough orientation to any resource centers which are available for use by the teacher;

l. orientation to the library given by the librarian;

m. participation in parent-teacher association meetings and activities.

While there were differences of opinion as to whether to have student teachers concentrate in one grade level, or to experience various grade levels, it was felt that there should be observation, at least, in many classrooms with the opportunity to observe both good and poor teachers. All agreed, however, that it was extremely desirable that student teaching begin prior to the first day of school, in order to help the teacher prepare for the first day of his own. It was again suggested that teaching clinics be established similar to those we discussed in the first questionnaire.

In some schools not all of these services are available. However, how many of our programs have built into the experiences for neophyte teachers meaningful periods of time with each of these specialists?

Plans should be made to have recent graduates return each year to discuss with their supervisors their first year teaching problems. This would be enlightening both for the new teacher and for the college supervisor who would, through this experience, learn about the problems he is helping potential teachers to face.

In conclusion, many respondents spoke about desirable personality characteristics of future teachers, including elements such as maturity, responsibility, sense of humor, imagination, objectivity, good physical and mental health, emotional stability, a genuine love for and understanding of children, patience, flexibility, warmth and professionalism. They pointed out in lengthy statements that teaching in difficult schools is really very difficult and that master teachers should have a real role in decisions as to whether their student teachers will have the personal attributes to become good teachers for the disadvantaged.

Since tenure made it too difficult to release a bad teacher, it was urgent that the screening of future teachers be extremely careful. Before the end of his program, and I am quoting, "the future teacher should answer questions like: 'Why do I want to become a teacher?' 'What do I expect from teaching?' 'What do I have to give?' and many other related questions to help the individual decide, 'Yes, teaching is for me,' or 'Perhaps I should find another field.' "

Here are some answers from one of our respondents:

"The greatest service that can be done the student teacher is to tell him the truth about teaching in a slum school. Some of the things I have learned (and that very likely apply to only my particular situation) are the following:

1. Teaching in a slum school is depressing, demanding, tiring, and much of the time it is plain drudgery. The moments of pride and satisfaction are few and far between, but worth all the other times.

2. If you teach in a slum school, expect other teachers in other schools to look down on you as either unambitious or incompetent.

3. Expect nothing more from the educational hierarchy than pious bleating. Their interest is generally academic, little more. Expect less from the community you serve.

4. You need not fear for your life. If you know enough to never back a student into a corner in front of his friends, you couldn't be safer in a church.

5. You must like kids. You must appreciate that, in many cases, they are giving you as much as they can under the circumstances.

6. Order supplies, maps, paper, etc. when civil rights groups are active. This is about the only time you're going to get them.

"I'm sorry if I sound a little cynical. I like the school at which I teach. I like the kids I teach, as dumb as they are. But I am tired of the hypocrisy surrounding the slum school. We make them look romantic (see *Up the Down Staircase*) and they are not. We make them look as though they are the one answer to the problems of the poor in our society, and they are not. We believe the students are little innocents who will respond to painted walls, loving teachers and potted plants on the windowsills, and they do not. We talk as though our teachers were bottomless wells of love and patience, and they are not."

Comments on the questionnaires which may have been important but which are not directly relevant to the interests of this conference were not referred to in this report.

CONCERN FOR ATTITUDES AND BEHAVIOR

ADMINISTRATIVE COMMITMENT ON THE PART OF THE UNIVERSITY

Dr. Jack D. Roberts

Administrators have an influential if not decisive role in improving programs for preparing teachers of the disadvantaged. Their influences are exercised largely through, although they are not limited to, the decision making process. Their decisions can promote or inhibit the initiation and development of programs. Imaginative newer approaches in older programs or fresh, original articulation leading to new programs can alike be smothered by the disinterest, ignorance or incompetence of an administrator or they can be stimulated by his concern, awareness, and skill.

The behavior of college presidents, deans, directors and department chairmen is our primary concern here.

Perhaps the single most important aspect of the role of the college administrator in these programs is his understanding of the purposes to be served. From adequate understanding will come commitment regarding the priority to be accorded various program activities. Confronted with alternatives, the college administrator with commitment to improving preparation programs for teachers of the disadvantaged will, by choices he makes and the decisions ensuing, show clearly where he stands. These decisions will stimulate such programs to flourish or permit them to languish.

There are a number of suggestions college administrators may consider for promoting programs of preparation for teachers of the disadvantaged.

Allocating Resources.

If an administrator is convinced of the importance of a project he will seek to provide the needed financial support. This kind of commitment speaks loudly.

Communicating.

There needs to be effective communication among those concerned on the campus and in the school system regarding purposes, direction, scope, and other aspects of a program. Existing communication channels need to be utilized fully. New ones may need to be established.

Modifying Institutional Procedures and Methods.

Those who have worked with special projects know that at times red tape of a business office, personnel office, registrar's office, dean's office, a superintendent's office can be a depressant. At these critical points the administrator's commitment, his grasp of purpose and the effectiveness of his communication will be crucial. There undoubtedly will be occasions when aspects of institutional protocol should be modified drastically if not scrapped if a project is to move ahead.

Delegating Decision-Making.

Faculty makes decisions regarding direction, nature, and scope of students' learning experiences. Administrators implement these. In special projects designed to improve the preparation of teachers of the disadvantaged, administrators need to hold in mind that instructional staff will make many if not most of the decisions regarding the enterprise. The administrator's role will be concerned more with appellate decisions referred to him than with day-to-day decisions centering about operation of the program. Delegation of decision-making by the administrator can, if used wisely, place stress upon authenticity and appropriateness rather than standardization or uniformity in teaching behavior. College administrators need to remember that the institution of a new project is not necessarily a signal to move in and direct. Quite the contrary. Such an enterprise represents an area in which decision-making needs to be delegated. Consequent decisions may demonstrate that it is more important to develop an effective program of preparation for teachers of the disadvantaged than it is to hold fast to an unchanging curriculum. Clear statements of program purposes and mutually held understandings about priorities can help get over some of the rough spots of such delegations. Responsiveness and flexibility are important. At the outset of planning for delegated decision-making in the area of curriculum change, written statements can be helpful guides. Appropriate use of decision-making by the college administrator can contribute greatly to an "openness" of administrative climate and can encourage staff to explore and examine basic assumptions upon which their programs are built.

Initiating Patterns of Involvement—Cooperative and Joint Action.

The college administrator must work to achieve cooperative relationships with school systems. This includes not only mutually acceptable relationships with top level school administrators but also with all those in the school system's line-staff arrangement who will be involved. This involvement from the outset of a special project or program is absolutely essential for any joint-directed or cooperative enterprise. Clearly defined and mutually accepted purposes are essential to working out specific procedures, methods, techniques, or activities. They must not be determined solely by the director of teacher education on the one hand and the superintendent of schools on the other and then handed down for implementation by principals, supervisors, teachers, and college staff. Cooperative enterprises must be cooperative from the start. Those to cooperate, to act jointly, must be involved in the program from the outset. It is not simply a matter of the school administrators deciding to accept college "advice." It is not simply a matter of college and school system administrators initiating curriculum change agreed upon at the highest level. Too much is known about curriculum change to make such a mistake.

Who is to be involved? How are they to be involved? What constitutes appropriate and effective involvement from the school administrator's viewpoint? Together school and college administrators need to explore what cooperative or joint action may mean for them in the situation under consideration. Does it mean planning for the college to help the school system do better what the school system has already decided to do anyway? Does it mean that the college will seek to change decisions already made? Obviously, a jointly operated program means none of these. In working out genuinely cooperative programs there will be many difficult problems to solve centering around such volatile areas as status, authority, prestige and power. If these problems remain unresolved attention will tend to be diverted to them from program development.

These suggestions regarding administrative commitment on the part of the university are aspects of the administrative domain that can do much to promote or retard programs of preparation for teachers of the disadvantaged and as such deserve close attention. How the administrator behaves with respect to these matters will be crucial in determining the nature and scope of the university's contribution to the improvement of education in the less favored areas of the city.

Dr. Roberts is Professor of Education and director of teacher education at CUNY Queens College.

CONCERN FOR ATTITUDES AND BEHAVIOR

ADMINISTRATIVE COMMITMENT ON THE PART OF THE LOCAL SCHOOL SYSTEM

Mr. Hanford A. Salmon

THE SCHOOL SYSTEM

Public school officials can no longer ignore their responsibility in teacher education. Commitment by local administrations and boards of education is imperative if teachers are to be properly trained. Close relationships between teacher training institutions and the public schools have to be established. The schools must agree to provide *access, personnel, finances,* and *continuing education.*

Access

The first commitment mentioned is *access.* This means access to children, teachers, classrooms, and administrators. Not only must the school district permit its most able teachers to participate in student teaching programs, it must encourage them to do so. Concessions must be made in terms of school responsibilities so that master teachers can do the job properly. Classrooms of the public schools must be opened for observation and clinical experiences, and administrators must be encouraged to work with student teachers and their cooperating faculty members to make certain their experience is meaningful.

Finances

In addition to granting access to staff and facilities, a school district also must provide *personnel.* There is a growing feeling that the clinical professor who works directly with the teacher trainee should be an experienced classroom teacher. School systems must be willing to recommend and release some of their finest teachers to be trained by the colleges to do their supervisory job, and administrators should be *expected* to spend part of their time in teacher education.

The Urban Teacher Preparation Program (UTPP) in Syracuse is an example of this personnel commitment. Teachers have been released to supervise the interns, and the Assistant Superintendent of Schools for Personnel of the school district is also Associate Director of the program at the university.

Personnel

The willingness of a school district to provide personnel for teacher education is a *financial* commitment in itself. Beyond this, it is reasonable to expect the schools to provide the salaries of master teachers. Syracuse is now experimenting with the use of full-time master teachers in the UTPP. There are also some who teach half-time and supervise half-time. Presently, salaries of master teachers are paid under a Ford Foundation grant. This writer believes that the public schools should assume this cost.

In addition, Syracuse has budgeted $20,000 as a line item for the Urban Teacher Preparation Program. This allocation, though moderate in amount, is a reflection of commitment to teacher education.

Continuing Education

What should happen after the new teacher arrives on the job?

To compare the financial resources of public schools set aside for staff development with those in business and industry would be humiliating to most districts. The inservice budget for the Syracuse schools this year is $4,000, something less than .02% of the operating budget. An expenditure of one-half of one per cent would make available $125,000. One-half to one per cent of the operating budget of any school district allocated for inservice training would do more to bring about quality education than a substantial increase in state aid.

Teacher education must not end with graduation or the issuance of the permanent teaching license. Public schools must make available continuing education for teachers throughout their professional careers. Programs of inservice education developed with the universities should be offered annually. Instead of more credit courses, however, what is needed are programs such as those offered by the better continuing education centers, which are highly stimulating non-credit and informal course work leading toward the development of self-motivated, self-directed learners. Few of the programs of schools of education demonstrate any feeling for the way adults are motivated and learn. Perhaps graduate programs in education should be in the adult education divisions of the universities, where there appears to be a better understanding of adult psychology and learning patterns.

THE UNIVERSITY

Not only must school districts make commitments and changes in policy, but universities must be willing to make adjustments, also, if a reasonable working relationship with the public schools can exist:

1. Master teachers and administrators working with university programs must have *faculty rank in the university.* Those who make substantial contributions to teacher education deserve this recognition. It previously has been suggested that financial remuneration should come from the public schools.

2. There are highly qualified people who would come to a community if offered *joint appointments by the local university and the public schools.* The negotiation of such agreements would be a valuable recruiting device in attracting talented people, both for the university and the school system.

3. Faculty and administration from the public schools should participate in the *planning of the teacher education curriculum* and in *formulation of university policies* as they affect teacher education. University participation in school system decisions is equally necessary.

4. Finally, *the university must commit itself to public education with full and complete support.* Too many professors of education still pose as experts on teaching the disadvantaged, run seminars and workshops financed under NDEA and ESEA, and, in their classrooms, ridicule the public schools and urge their most able students to seek employment outside the cities. The hypocrisy of this behavior need not be emphasized. It was bad enough when the universities ignored the problems of urban education. It is intolerable, now that substantial resources are being allocated by the federal government, that some of the same people who are seeking special grants to work on urban problems continue to condemn the public schools.

It does not seem unreasonable for public school people to demand, now, that universities stand up and be counted; that they get behind public school education with all of their might and influence so that, as a team, the two major educational institutions in America will come closer to solving the monumental problems which face them today.

Mrs. Salmon is Assistant Superintendent for Personnel in the Syracuse City School District and associate director of the Urban Teacher Preparation Program at Syracuse University.

CONCERN FOR ATTITUDES AND BEHAVIOR

ADMINISTRATIVE COMMITMENT ON THE PART OF THE STATE EDUCATION DEPARTMENT

Dr. John A. Granito

For many years and to many people the greatest deterrents to the design of teacher education programs with meaning and impact have appeared to be the stifling State certification regulations. The very presence of the regulation seems sometimes to inhibit administrative daring and faculty creativity. Sometimes, however, these regulations serve as the scapegoats of those who lack the energy or the imagination to move in more effective ways, or whose vested interests prohibit them from joining in a changing order. Nevertheless, there is no doubt that increased flexibility in certification is essential and desirable.

The immediate, deep, and widespread concern for implementing pre-service and in-service programs for teachers of the disadvantaged has brought this notion to a focus. That is, that the schools, the colleges, and the State Education Department must now work hand in hand to meet the task. A decrease in the alienation that has been historic between educators representing differing points of view must come about. As many have facetiously yet accurately pointed out, cooperation has often meant that you should coo while I operate. We in the State Division of Teacher Education and Certification hope that we are moving rapidly toward a full and mutually responsible partnership with colleges, schools, governmental agencies, foundations, and industry.

Some examples of recent actions may illustrate our posture. More than two years ago the Division invited five colleges in New York State to redesign completely both their professional and academic teacher education curricula without regard for existing certification regulations. We were eager to explore new approaches to both pre-service programs and the certification process, and worked to secure the necessary funding. This project is now in full operation.

A number of other colleges throughout the State have asked the Division for support and cooperation in innovative programs. These have ranged from new arrangements for student teaching to new patterns of academic subjects. To my knowledge, nothing sound has been proposed yet which could not be accommodated under either existing policy or regulations which are themselves subject to change on the basis of good advice. Each month the number of these requests reaching the Bureau of Teacher Education increases, and I think it accurate to say that criticism of the colleges' lack of innovative spirit is becoming less warranted. All across the State we are now moving in new directions, modifying older patterns, and reexamining long defended positions.

Obviously, rationales should be developed before programs are designed to innovate. To bring about greatly needed change we tend sometimes to move too rapidly or to build our new castles on the same old questionable foundations. It seems to me that in addition to a receptive State Education Department we also need intelligently conceived, carefully nourished, and honestly evaluated programs. Colleges need a real awareness of the changing society, the needs of their clientele and communities, their own institutional strengths and weaknesses, and the types of practices which lead to quality no matter what the approach or the student body.

It is my impression that in some instances all of us may have moved without clearly defined goals, carefully formulated plans, and fairly concrete ideas for assessment. This may well have been necessary because of strong external pressures and unreasonable due dates. I hope now that we can advance with timely consideration and clear purpose. Since research is so well supported financially, it seems that our work should have a strong research foundation. Certainly our colleges must deal from their strengths rather than from the pressures of expediency. While there may be arguments for changing standards in emergency situations, it becomes increasingly evident that we can indeed reach the point of diminishing returns. As a result, not only do we not get our money's worth, but the very groups we intend to help suffer along with us. Where current certification regulations cannot do the job for teachers and administrators of the disadvantaged, then newly designed programs should promise at least equal effectiveness to the old and stand a reasoned and reasonable chance for success.

Many colleges are designing new patterns of urban teacher preparation. As certification regulations are rewritten, provisions are being made for flexibility and college initiative. The new regulations for school administrators and instructional supervisors reflect this, since they allow for wide latitude in curricular design and very real dependence upon the college doing the planning to make basic determinations concerning what shall be its own approved program.

Both the Bureau of Teacher Education and the Bureau of Inservice Education are taking additional steps to demonstrate their interest in change with meaning. A great deal of time, energy, and money is being spent to provide consultation for colleges. Experienced educators from our own and other states are working with many of our colleges as they develop new programs and facilities and work to strengthen old ones. This program is being carried out under the direction of the Bureau of Teacher Education, with funds allocated to the Bureau. The staff is also working with colleges to assure that programs will improve intergroup relations, instructional techniques, and teacher familiarity with curricular materials.

Many questions are asked of colleges educating teachers for the disadvantaged. For example, (a) How does the teacher education program develop in teacher behavior an understanding of the differing needs of children, especially as they relate to self-image? (b) What are the elements of the teacher preparation program that will enable teachers to individualize instruction for each child? (c) How are teachers in training made familiar with recent curricular materials at the elementary and secondary levels that deal directly with the subject of integrated education?

The Bureau of Inservice Education has funded ten different programs for teachers of the disadvantaged in the New York City area, and several additional programs at upstate colleges. In addition, the Bureau has worked with local school districts throughout the State in developing and funding local inservice projects to assist teachers of the disadvantaged. This work will continue.

In summary, the State Education Department recognizes the pressing need for teachers, administrators, and school specialists in disadvantaged schools and is moving rapidly to assist colleges and universities in handling the task. We believe that the most significant help, in the long run, will not turn out to be dollars and cents but rather a genuine, responsible, and creative partnership with colleges, schools, and governmental and private agencies concerned with building for excellence in urban education.

Dr. Granito is chief of the Bureau of Teacher Education of the New York State Education Department.

ADMINISTRATIVE COMMITMENT

Discussants:

Dr. Henry E. Butler

Dr. Randolph S. Gardner

Dr. Nathan Stillman

Dr. Jonah Margulis

SUMMARY Discussion was initiated by questioning the ability of teachers' colleges to teach teachers to teach minority groups. Comments ranged from "university administration is not sensitive to cooperation with local school systems" to complaints that the "State Education Department is not doing its job and is restrictive". Boards of education should do something positive instead of attacking the State Education Department, universities and schools of education. Cooperation rather than complaint is essential in ameliorating problems at this crucial time. We have learned a great deal about disadvantaged but not all has been used by teacher education programs. This is where intensification of efforts is important. Every teacher education program should inculcate in every teacher-to-be the problems of the disadvantaged whether he will teach in the inner city or not.

Teachers' colleges receive few complaints about teachers not knowing their subject, but many complaints are received that new teachers do not understand children. University people are now attempting to change programs to overcome this deficiency.

The present approach appears to be one where easy solutions are sought for complex problems. We are doing more of what we have been doing: adding people, reducing class size, giving more services. Although the State Education Department is more flexible in its approach, there is need for more leadership. Focus on the learner and under what conditions the learner learns. Learn from industry that an industrial worker's efficiency is not measured by his techniques but his end product. Thus we should focus on the teacher's end product.

Since the State Education Department has responsibility for finances, inservice programs and certification it should grant funds to urban schools for teachers to be released for re-education. Certain schools should be selected as training centers with financing by the State to prevent sterile teacher education programs where the teacher-to-be does not have opportunities to work with this type of child.

All participants felt that from the universities' point of view federal funding has not helped much in having universities assume responsibility in urban communities. Research grants do not appear to have results that promote important practices and learning in public schools. Few universities extend themselves unless they receive federal or state funding. This is disastrous in terms of future programs. Further, when funding terminates everything stops and university administrators are negligent in not allowing funds to be committed to long range goals.

A gray area exists between student teaching and real teaching. Students *want* more involvement in the community *sooner*. They prefer *more practice* and *less theory*.

"The whole university should commit itself to study our society and see what's wrong."

"More research on teaching the disadvantaged. Who are the most successful teachers in this area? Why are they successful? Use the findings to teach teachers and for recruitment purposes."

"Administrators should not be committed to the preservation of their jobs but to learning. Some have inability and unwillingness to change when confronted with an innovative program."

"How many university faculty members have really engaged in the education of the disadvantaged? University administrators should make it possible for their staffs to learn at first hand. Expect field experiences for professors rather than for professors to have experience from books, films, or from seeing some child in a case study situation."

In answer to the request that participants arrive at consensus concerning the important element that should be present in every program, the conclusion was drawn that there is no single element, but every teacher education program must, in some way, reflect awareness through its program of the problems of the disadvantaged.

REACTION Improvement of teacher education, especially in the areas of attitudes and behavior toward disadvantaged pupils deserves the most intensive efforts by all concerned. The federal government through such programs as the National Teacher Corps, the Elementary and Secondary Education Act and others has indicated its commitment to a general attack on the problem, including, more specifically, an attempt to train teachers realistically to meet the educational needs of disadvantaged children.

It unfortunately appears that teacher training institutions are not as committed to this effort as are the federal and state governments and the local educational agencies. Lack of intensive concern and reflection on this issue was reflected in the position paper presented by Dr. Roberts. He attempted to give the usual administrative outline of how to administer any program, rather than indicating in what specific manner the improvement of teacher training could be effected. Dr. Roberts' paper was free of any specificity of approach and was as abstract a document as one could expect from the grove of academe.

Mr. Salmon's paper reflected the urgency to cooperate which seems academic in large city systems of this state. He accurately reflected the lack of concern of the academic community in this problem. His demand that **universities "stand up and be counted" is the reasonable request of the urban school administrator who for too long has experienced a total lack of concern on the part of teacher-training institutions.**

The open session reflected the dichotomy between large school districts and colleges. It reflected the complaints of the city about the quality of teachers who are trained in college programs. It indicated **the serious problem of planning urban teacher programs when not only is there a lack of cooperation between school and colleges, but there is the State Education Department's resistance to change . . . It would appear that this latter agency, if it wishes for change in schools and colleges, must first change its own approach in the areas of finance, research and certification.**

There seems to also be lack of research on the characteristics of disadvantaged children and appropriate means of educating them. This lack illustrates total unconcern prior to the commitment of the federal government to resolving educational needs of the disadvantaged.

I do not feel that it would be realistic to expect immediate improvement in training of teachers of the disadvantaged in the areas of attitudes and behavior.

A glimmer of hope does arise from the belated awareness in the State Education Department and in teacher training institutions **of the necessity of action and cooperation. However obstacles are too great and awareness of the scope of the problem is too slight in these institutions to expect any fast solutions.**

CONCERN FOR ATTITUDES AND BEHAVIOR

COOPERATIVE COLLEGE-SCHOOL SYSTEM EFFORTS

Dr. Dean C. Corrigan

The overriding goal of all cooperative college-school programs is—to shorten the distance between thought and action—to make the discoveries of educational research operational.

An underlying assumption that has given rise to the establishment of cooperative college-school programs is that new, comprehensive institutions are needed to foster educational innovation and improvement. Another assumption is that educational change depends upon effective patterns of cooperation among several different agencies in the educational interaction system. This includes universities with research competence, schools with ability for practical experience and implementation, state educational agencies where political responsibility for education is lodged, and industrial, social and cultural agencies with special talents.

The wide variety of activities carried on by cooperative college-school system efforts include conducting basic educational research, developing cooperative field testing and evaluating, disseminating research findings, which includes the actual operational incorporation by the practitioner of new skills, techniques, and strategies, and preparing educational personnel for leadership in such activities.

Four questions and issues which emerge are:

The Meaning of Partnership

Rationale provided for cooperative school-college programs is based on the belief that educational improvement requires a partnership. Analysis of the programs may prompt one to ask whether real commitment to partnership exists. Major emphasis in most programs is on what resources the universities have to offer schools. Little emphasis is given to the idea that schools have resources, ideas, people, and materials which could improve universities.

In the past, people from schools have been used by colleges to instruct student teachers or interns in pre-service programs. Bringing school personnel into contact with university professors and administrators, to teach them, is an entirely new concept. Present structure of the college does not lend itself to in-service education, especially by school personnel. Yet, most college people are quick to agree that in-service education is a good idea for local schools. Those universities which do have in-service work hire other college personnel as consultants.

With education rocked with change, the need for continuing education is universally accepted. Teachers who have tested innovative ideas are excellent resources for colleges and ought to be used. College instructors should take every opportunity to share ideas about and participate in innovative programs if they are to make university experiences relevant to the needs of today's schools.

Instead of a one-way flow, partnership involves a continuous cycle in which all partners have mutual influence on one another as they perform their functions of research and development, field testing and evaluation, and installing new practices in schools. This is necessary if there is to be in-depth examination of alternative solutions to educational problems, based on knowledge of *practice* and *theory*.

Dr. Corrigan is Associate Professor of Education at the University of Rochester and director of the Genesee Valley Regional Educational Services Center, Title III ESEA.

Clarification of Role Relationships

A variety of linkages connecting institutions, shared roles, structures, and personnel, are included in cooperative college-school programs. In most cases, descriptions spell out the roles of those in the interaction system of the cooperative program, but they do not define the roles of personnel and/or inter-institutional roles in relationship to other position occupants or institutional functions. There is little emphasis on procedures developed to study and/or discuss role relationships.

The following questions are appropriate in analysis of new cooperative ventures:

> What procedures have been developed to systematically examine role relationships, including role expectations, among those holding the same or different positions in the college-school cooperative interaction system?
>
> What are the roles and responsibilities on which there is agreement or conflict among colleges, schools, and other agencies participating in the program? Can problems be anticipated? What procedures and understandings need to be developed by position occupants in schools, colleges, and state and federal agencies in order to enhance role relationships?

Nature of Financial Support and Its Effect on Program Development

Most new college-school programs have been given initial impetus by financial support provided by recent federal legislation and foundation grants. In addition to desire, hard work, knowledge, and imagination, one other ingredient is needed to bring about educational change—that ingredient is money.

Many problems come with our current sources of funding. We are in danger of being lulled into complacency by the current level of interest in and support of education projects by financing agencies. New ways must be developed to communicate the value of these new programs to the public who ultimately must support them if the programs are to be established on a permanent basis.

Many new cooperative programs are faced with a "phase out" clause. As a result, personnel are unduly caught up in the dilemma of seeking new funds for program continuation while attempting to develop the program now in existence. Long-range, in-depth projects cannot be developed with confidence because their future funding is uncertain. As a result, projects undertaken are often limited in scope. A stable support base is sorely needed.

Reactions to the Research-Action Continuum Rationale

New efforts to develop cooperative school-college programs indicate increasing acceptance of the idea that the process of educational change should include research, development, demonstration, and dissemination and that each phase must be related to the other in order to draw upon and be shaped by the other. There seems to be agreement, at least among those involved in new programs, that institutional overlap is necessary to provide for needs at each stage of educational change.

However, complete consensus on the desirability of this overlap of functions does not exist in the educational community. Examples of differing views on this issue are those stated by Lee J. Cronbach and H. M. Hamlin. Cronbach fears neglect of the university's basic function of inquiry if the university gets too deeply involved in the implementation phase of educational innovations; whereas Hamlin suggests that the research-action continuum will strengthen, not weaken, the research effort.

One thing is certain—the role of the university as it relates to schools is changing and will change even more. Emergence of new cooperative organizations on the educational scene has already caused the university to change by forcing it to reexamine its functions. Present activity represents confrontation in a debate that will get more heated as time goes on. While we engage in healthy debate, it behooves all of us who feel responsibility for students in schools to give attention to the coordination of efforts so that new discoveries will have immediate and maximum impact on improvement of education.

CONCERN FOR ATTITUDES AND BEHAVIOR

COOPERATIVE COLLEGE-SCHOOL SYSTEM EFFORTS

Dr. John C. Robertson

The School of Education of New York University and the New York City Board of Education have selected Whitelaw Reid Junior High School in Bedford-Stuyvesant as a demonstration and training center. The Clinic For Learning seeks to use university students and staff in dynamic relationship with present teaching personnel to make positive changes in the education of disadvantaged children in a junior high school in a slum.

The setting into which people are born, live, and grow conditions the entire growing person and encourages or stifles functioning. The American ghetto tends to overwhelm everybody in it.

We should have no illusions about the severity of the problem. *It is our firm belief that the living conditions around the slum child must be changed if education is to be effective.* We must create in the school an environment that supports living and learning.

To educate the disadvantaged child is to demonstrate to him that he can learn; that he can set goals and realize them; that life problems are made to be solved; that he is liked and treated with respect in his own right; that he can help others; that he can understand what others understand; that he can relate to other people; that he can communicate effectively.

We plan to surround the child with positively oriented people who care about him and his learning, and to make their talents effective with the child.

To effectively use new resources available from New York University, six clusters of 80-90 junior high school students were created within the 7th grade. Each cluster is a separate vehicle for educational innnovation and contains: one math, science, English and social studies teacher; one university instructor as coordinator of instruction; one extra teacher; New York University students and a community agent. *All of these personnel teach and otherwise assist in the educational process* and plan the program including: what shall be taught; who shall teach what and in what context; how to involve the college students and in what educational roles.

Later these resources may include older and younger students and teachers from other grade levels, parent and community groups, persons from the university such as dentists and social workers, city and other civic minded persons interested in the Bedford-Stuyvesant community.

To reach the child as a person, personal-social and emotional needs of the children must be met as a pre-condition to obtaining sensible behavior or academic learning. To achieve this first objective we are misunderstood by persons who see a field trip to a person's home only in relationship to curriculum and are unaware of other objectives or by those who see friendship with children as threats to teacher role or student discipline.

To individualize instruction we are testing ways of using personnel. We have proven that pre-professionals can be effective when they are placed in viable working contexts. Individualized instruction is *important* to every American child. It is *indispensable* for the child in the slum. Each child has his particular blocks to learning, as well as generally negative feelings, attitudes and values toward life. Monitoring of each child's successes and failures by a sensitive person helps the child see his own growth. All children need success, but severely disadvantaged children cannot make progress in school until they can see and feel their own attainment of goals. Our pre-professionals in cooperation with experienced personnel are learning to do this job well.

Dr. Robertson is Professor of Education at New York University.

For curriculum development as we press for individualized instruction and meaningful education, we will adapt and create materials of instruction for the child and his group. This is not wholesale curriculum revision as much as pragmatic testing of what will work with our children.

It has been our assumption that everyone in the slum is somewhat overwhelmed by it. This applies to the regular teachers of JHS 57K, many of whom have struggled for years against discouraging conditions. It is our hope that as class size becomes more reasonable and as other blocks to teacher functioning are removed these teachers will work with us to discover new ways to educate the disadvantaged child.

WHAT HAVE WE LEARNED?

While quality of teaching in ghetto schools is lower than we anticipated, we have increased respect for teachers and administrators who are struggling to cope with the situation. They are heroes.

It is almost impossible for these children to learn or their teachers to teach—in classes of ordinary size. We have difficulty teaching groups of 5-10. When appropriate and possible we want to establish a 1-1 ratio—perhaps unrealistic, but necessary.

There seems to be little difference in teaching effectiveness between NYU freshmen and seniors. Teacher success seems less a matter of professional training than personality and circumstances. This raises serious questions about our traditional notions of teacher education.

Small groups of students (3-6) can be taught by college students as part of teacher training.

We are a success story as a teacher training laboratory. We have no dropouts, morale of our students stays high amid most difficult circumstances. Students have lost the unreal fear of teaching in the slum.

Curriculum problems are not important until rapport is established between students and teachers. We assume that the present curriculum is inappropriate, and it probably is, but the basic problem is human relations.

Some teachers manifest some of the same behavior as the children; inertia, hostility, pettiness. The ghetto overwhelms everyone.

Bureaucracy forces people to behave in ways they know inhibit learning and growth, i.e., people do things they think they are required to do even when good judgment dictates otherwise.

No matter how we saturate a slum school with competent personnel, we will not effectively educate children in the ghetto until some significant change takes place in the community. Jobs for fathers and mothers may be the most important single means of infusing the school with a climate conducive to learning. It means we have a more significant role to perform as educators in the community than we realized.

It will give us limited satisfaction to discover that we have had enough impact to push reading scores up for a year or two. Inspiring self-respect and developing self-confidence and hope in the future are the real accomplishments we strive for.

CONCERN FOR ATTITUDES AND BEHAVIOR

COOPERATIVE COLLEGE-SCHOOL SYSTEM EFFORTS

Dr. David S. Sarner

In September 1966, I learned that part of my City College assignment would involve the role of coordinator with Public School 161M. I was fortunate in that I was able to profit from an excellent predecessor Dr. Marian Brooks who had held the position for a number of years.

Identification of Problem of Lack of Involvement by Parents

After a short get acquainted visit with the acting principal of Public School 161M, Mrs. Edna Gordon, I found that a parent group did *not* then exist. After further consultation with Mrs. Gordon who was, and still is, most cooperative, it was decided to create an Ad Hoc Committee of Parents of Public School 161M. Special written invitations were sent out to about 40 parents and 20 were present at the first meeting in the principal's office on October 25, 1966. Refreshments consisting of coffee and cookies are always served.

The parents were informed that the purposes of this and future meetings were to seek the aid of the parents committee in determining means by which the community and the college could help each other make the Public School 161M community a better place in which to live.

Parents Communicate Concerns to School-College Personnel

The committee was very helpful in making a number of suggestions about possible approaches to better understanding and cooperation. Among these were:

> The establishment of some type of early admissions program so that more local high school youth could become students at City College.
>
> The consensus indicated that most parents were very happy with the results of the Head Start Program during the past summer, *but* they feel that there should be a continuation of the program during the rest of the year.
>
> There are a number of mothers in the community who have been trained as teacher aides but Board of Education policy does not permit their employment at this time. They feel that the training is being wasted and that they have a service to offer to the school which is short of trained personnel.
>
> The college *fails* to communicate *with* the community of which it is a part. Although college cultural events are open to the public, the college fails to inform the community of these events. Could the college list events in "La Prensa", the "Amsterdam News" and with the school District Community Relations Office. Copies of the college newspapers could be sent to Public School 161M.
>
> A program in new mathematics for the orientation of parents whose children are currently receiving the new programs.
>
> Cooperation for a book fair for the parents of the school with arrangements to help them purchase good books at wholesale prices. Books to be chosen or recommended by specialists from the School of Education and not by the book companies.
>
> A series of lectures by qualified college staff on "Negative Self-Concept for Parents". The parents felt that they needed help to aid them in overcoming their "inferiority complex".
>
> An expressed need for guidance in job counseling.
>
> Some type of open house for the community sponsored by the college.
>
> How can inter-group prejudices be overcome? Could sociologists and psychologists help?
>
> The school has a terrific scarcity of classroom space—could the college help solve this by making space available for kindergarten and other classes?
>
> A need for a cultural program of music and art for the children and even parents—afternoons after school or Saturday morning. By students from the High School of Music and Art? By college organizations?
>
> Art and music classes for children, during and after school. Career workshops for parents.

Progress Report

What have we been able to accomplish in a period of 6 months?

So far we have been able to implement the following:

> Establish a weekly course in the new mathematics for parents. About 20 parents attend regularly.
>
> Sponsor a book fair—over $100.00 cleared by Parent's Club.
>
> Opened up a channel of communication between the college and the community so that college programs are announced to the community.
>
> A father-son night.
>
> A music program for children and parents in cooperation with the Music Education Department of the college.
>
> The organization of a number of Cub packs by the Boy Scouts of America. This happened as soon as they learned that a responsible parent's group existed in the community.
>
> The Manhattanville Community Center offered its facilities for special classes for parents.
>
> The Psychiatric Department of Knickerbocker Hospital came forward to offer the community its facilities.

Plans are under consideration to open Public School 161M as a summer school and organized play center. This will be strengthened further for extensive use as a student training center.

Editor's note: This report of activities at one school which sincerely involved parents, school personnel and college faculty is an impressive demonstration of the effectiveness of translating theory and good intentions into an active program.

Dr. Sarner is Associate Professor of Elementary Education at CUNY City College.

CONCERN FOR ATTITUDES AND BEHAVIOR

COOPERATIVE COLLEGE-SCHOOL SYSTEM EFFORTS

Dr. Andrew Virgilio

The US Civil Rights Commission report "Racial Isolation in the Public Schools" stated in its conclusions:

> "Negro children suffer serious harm when their education takes place in public schools which are racially segregated, whatever the source of segregation may be."

Commissioner Harold Howe has said repeatedly, "all white schools and all Negro schools harm both races!"

Education's most crucial issue is school integration which begs for desegregating northern schools walled in through effects of de-facto segregation. This is an issue of such significance to the entire nation that educators cannot afford to leave its solution to merely a few. It belongs to everyone.

The position of the Brockport program is based on these two major premises:

> Integrated education is necessary in order to produce true quality education and therefore is a must for the future.
>
> There is dire need for a body of research which can provide some guidelines in the understanding and implementation of the integrative process.

and is concerned with the following questions:

> Are there definable stages to the integrative process?
>
> Is this process fairly consistent among individual members of groups involved?
>
> What changes in attitudes, beliefs and values take place as a result of such interaction?
>
> What does the experience mean for teachers?

Description of Our Program:

Summer '66

Seventy-five inner city children in grades K-6 attended half day sessions with seventy-five children from the Brockport community at the College Demonstration School. The program was enriched with science and outdoor education playing a major role. Staff was drawn from the Demonstration School and inner city schools of Rochester. About forty college students, involved in methods classes, became integral parts of the program as teacher assistants. At the end of summer all involved felt positive about the program because of favorable reactions of the children, interest of college students and comments from parents.

Success led everyone to investigate the possibilities of continuation of inner city school children attending the Demonstration School during the regular school year. Although there were no conclusive data supporting this position, all personnel deeply felt that many positive relationships had been established.

This Year's Program

This September thirty-two children from one inner city school were enrolled as regular students in the Demonstration School in grades four, six and seven. Early in the program a period of great adjustment on the part of all concerned was noted. There seemed to be much more seriousness as compared to the summer program. Fear and apprehension on the part of *all* pupils and on the part of staff was observed . . . uncertainty of the unknown. It seemed that the city children were seeking acceptance while wondering why all this attention was being showered upon them . . . at the same time the Brockport children seemed to remain aloof and apart . . . still wondering what this was all about. Just prior to Christmas it was noticed that the city children began to feel more comfortable and more concerned with getting "good grades" . . . while some of the Brockport children were getting up courage to begin asking "how come they have to come here?" During this period some intermingling was seen (i.e. sitting together in the cafeteria, invitations by the Brockport students to stay overnight on evenings of games, dances).

At this mid-year point the faculty was surveyed via a questionnaire and some positive signs began to show through the following comments:

1. Perceptions Have Changed
   a) I never realized that the Negro youngster was so sensitive to the "segregation problem". . . .
   b) I am only convinced that I do *not* know what the needs are whereas I had previously thought I did. . . .

2. Growth Is Taking Place
   . . . To me, the major values of the program rest in the social realm . . . despite occasional "apparent regressive" behavior, I believe this is still a "positive" direction in the social growth of both city and Brockport students.

As a result of experiences to date, which in themselves have not given any conclusive results but which have very emphatically pointed the way to proceed, the following need to be investigated:

> Integrated education imposes new demands . . . new foresights . . . and new involvement.
>
> Integrated education is necessary for the growth of the white suburban youngster as well as the child from the urban ghetto.
>
> Much of the obstacle to integrated education and to integration in general is based on fear of the unknown and much knowledge resulting from real experiences is necessary to help arrest and erase such fear.
>
> In order to provide necessary assistance and knowledge to present and future school personnel and lay public there is need to be completely involved in the entire process of an integrated school.

Commencing in July Brockport plans to do the following:

> Involve another seventy-five city children with seventy-five Brockport children in a summer school program in grades K-6 similar to last summer's program.
>
> In September integrate each grade of the Demonstration School thus making it a completely integrated school.
>
> Hold an institute geared especially for thirty participants from the suburban schools to study integrated education through work with consultants, experienced people in the field, and through utilization of information received in observation of on going integrated program in the Demonstration School.

During the past few years Rochester, New York, has been directing efforts, through the leadership of its Superintendent Herman Goldberg, to provide integrated quality education. The suburban school districts of Monroe County have been asked to assist in this process by accepting inner-city children in their schools.

West Irondequoit Central School District pioneered this relationship two years ago through enrollment of twenty-five first graders; although not a school district Brockport did the same last September as described. This past February, Brighton Central School District accepted approximately fifty inner-city children.

Most of the other districts in the county have tabled the request or have indicated "no" at this time due to crowded conditions; one has said "no" because it felt bussing was artificial and harmful.

Recently, the board president of one district, now receiving inner-city children, indicated that suburban school districts need help and information on this issue and was delighted to hear about the Brockport program designed to help provide some of the necessary assistance needed by suburban schools as they contemplate this type of cooperation.

This is the emphasis of the mission!

Dr. Virgilio is principal of the Campus School at SUC Brockport.

COOPERATIVE COLLEGE-SCHOOL SYSTEM EFFORTS

Discussants:

Dr. Deborah Elkins

Brother Austin Matthias, F.S.C.

Dr. Mary Durkee

SUMMARY There is an inexhaustible supply of help for colleges and schools when both parties avail themselves of it. Only a very few college students have been tapped for one to one tutorial roles in relation to the total enrollment; better use should be made of this reservoir of talent even though the coordinating task would be monumental.

Every education course should have field work as a requirement since we can't expect cadets to perform well in inner city schools without prior exposure. It was suggested that a school "adopt" a college, whereby both the school and college can render mutually beneficial services.

The "sacredness" of traditional methods courses was questioned, with the suggestion that on the job training teams might supplant these courses.

Concern was expressed that no matter how well we train teachers for ghetto schools, they will succumb to the situation unless the situation is improved. "How can you prepare people well enough to put up with anything? We have to work to change the "anything."

The importance of additional funds to do the things that research tells us are good was emphasized. The heavy work load of teachers with lack of time for preparation and exchanging ideas was lamented.

In trying to assess the ingredient that enables a teacher to relate to these youngsters, the statement was made that real maturity was needed—"the stage at which one stops thinking of oneself and places concern for others above his own."

Another participant pleaded that we listen to parents, tell them our concerns and not wait until they form a picket line before getting them in the act.

The question was asked about strengths in a low income community that we can utilize. Some answers were pessimistic, with implications that these children were so badly damaged that the outlook was grim. Others pointed to their friendliness in a one to one relationship, their ability to assume adult responsibilities —caring for younger siblings, going to the laundromat, etc.—far greater "copability" than their middle class counterparts.

A feeling was expressed that schools are being asked to bear too heavy a social burden, that the state, family and church are letting us and youngsters down. The problems of P.S. # *n* is not and cannot be handled as a school problem entirely.

This stand was challenged on the basis that schools, by permitting segregated classes, are fostering negative attitudes and social problems. By hiding behind compensatory education, we are perpetuating segregation. "We teach by the way we organize our schools. Integration is the most crucial issue."

REACTION There seemed to be consensus that **mutual participation of schools and colleges is imperative in teacher training.** Opinions were greatly divergent in other respects.

The program described in operation in P.S. 161 had much to offer in terms of specific suggestions of ways college and school can work together. Although the program represents a mere drop in the bucket in terms of the needs of that school, the steps taken seem to be in a very positive direction.

The program described in Junior High School #57 also has promising aspects. Surrounding disadvantaged children with positively oriented people who truly care about them may present a more dramatic breakthrough than changes in curriculum. Here again, the impact of these few college students is probably almost negligible in terms of the great need.

The suggestion to tap the vast reservoir of college students should not be ignored. We forget that in this materialistic, worldly planet, we still have young folks who are optimistic, altruistic and not beaten down by the defeatism of some of our teachers who have struggled so long against insurmountable odds.

The reactor was disturbed by the pessimism of some of the participants regarding strengths to be found among the disadvantaged, but took heart when a participant rose to their defense, citing their ability to cope with life, assume adult roles, and survive under such tremendous odds.

With our middle class standards, we don't know enough to value this ingredient in disadvantaged children. Perhaps we ought to nurture this rather than try to convert these children to our way of life where **family loyalties, backbone, and raw courage** are not in evidence. **In our zeal to homogenize, is there not a danger of stamping out something more precious** than traits many of the middle class possess?

The plea for integrated education was well presented. Here again, however, such programs as at Brockport seem feeble when one thinks of the small number of Negro children involved in relation to the total problem. The reactor felt the need of evaluative evidence of the impact of this program on all pupils involved. What evidence was cited was subjective in nature.

Citizens, if not prompted by zeal for integration, may still become strong proponents of a program if hard facts are presented —proof that achievement improves, drop-out rates decline, levels of aspiration are raised. The effect of an educated populace on welfare rolls may appeal to their respect for economics if they are not prompted by love of all races.

CONCERN FOR ATTITUDES AND BEHAVIOR

CULTURE SHOCK

Professor George W. Bragle

Much of the attention to educational issues in the past few years has been the re-discovery of old issues. We have now discovered the terms "culture shock" or "reality shock." However, experienced teachers have been telling us for years that they just can't understand their students. They remind us that when they began teaching their students worked harder, respected their elders, loved learning. Through the work of Coleman, Havighurst, and others we became aware, in the 1950's, of the existence of the various sub-cultures in the school society: the fun, academic, and delinquent sub-cultures. The point here is two-fold: the problem is not new in kind, and we have not been able to solve the problem even when it was less serious. It has been the work among the disadvantaged that has put the spotlight of attention on our worst deficiencies.

Effects of Anxiety and Fear

There is no denying that the situation facing teachers in the schools of the inner city, or of deprived neighborhoods, is the worst we have had to face because the effect produced on the teacher is communicated to the students. The teacher moves in a world that is not his own, where his values, attitudes, mores no longer apply. The impact of this experience on the individual varies with the individual, but it leaves its mark. The impact is similar to that which occurs in most people at the time of the diagnosis of a major illness. The awareness of the threat to physical well-being begins as diffuse anxiety. This state is replaced by a more personalized concept developed in accordance with the individual's personality. In the normal person, with the passage of time and increased emotional distance from the original episode, a relatively successful adaptation in the patient's psychic economy takes place. He learns to live with his illness and achieves some degree of acceptance. At the beginning, however, this acceptance is quite difficult and anxiety provoking.

When the individual feels threatened two interesting things happen to his ability to perceive. One of these is an effect which psychologists call "tunnel vision." The field of vision becomes narrowed so that the individual perceives only the object which he regards as a threat. All else in the environment is ignored. The second effect makes the individual defend his existing position. The more threatened the person is, the more he defends his existing position.

These two effects are antithetical to everything we are seeking in teacher education. We do not want the student's perceptions narrowed; on the contrary, we want them widened. We do not want the person to defend existing positions; we want him to change to something more effective. Thus, we have instituted various programs to lessen the anxiety and fear resulting from culture shock. We have devised various types of pre-service laboratory experiences; we have insisted on course work in urban sociology and cultural anthropology; we have practiced certain successful teaching strategies. What we have not done is to remind ourselves of Skinner's remark that: "In spite of discouraging evidence to the contrary, it is still supposed that if you tell a student something, he then knows it." Our basic function in the area of teacher attitudes should be to produce teachers who are ready and able to get outside of their own familiar patterns of perceiving and acting and to confront aspects of the world they did not know existed.

Self Discovery as a Key Toward Creativity

Granting these delineations of the problem, the next step is to suggest some method to solve the problem. I would recommend that we consider the position taken by Arthur Combs and fostered by ASCD. This approach calls for the production of creative persons, capable of shifting and changing to meet the demands presented to them. It involves a situation that is free from threat to the individual.

Basically, this view regards an understanding of the individual's perceptual world in order to understand his behavior. To change another person's behavior involves modifying his perceptions. When he sees things differently, he will behave differently. This view emphasizes the importance of the self-concept of the learner. In speaking of the education of the disadvantaged, we emphasize the importance of developing a self-concept in the student. Yet, we often forget or ignore the same thing in the teacher. Teachers, too, are affected by the adequacy of their self-concept. The central element in the acquisition of a self-concept is self-discovery. Here we can look to the findings in the creativity studies and to the findings in the curricular areas of discovery and inquiry methods.

At the beginning I mentioned that the ultimate effect of the anxiety produced by the cultural shock will be in accordance with the individual's personality and that at best he will only be able to learn to live with the illness. This is generally what we have been doing. We have been helping the individual to adjust to the new world in which he will work. When he adjusts he is on the defensive. There is still the belief that there is a better world out there in the suburbs. There is still the belief that these students are *dis-* or *de-*, disadvantaged, or deprived.

Proposed Guidelines

Effecting change in individuals is possible and there are some guidelines for us to follow. Combs, Rogers, Raths, and others suggest that consideration must be given to three areas: setting up a climate suitable for change, providing for the acquisition of feedback of behavior, and providing for a systematic clarification of values.

We need to remind ourselves that in teachers, as well as in the pupils they serve, learning is an individual matter. How something is learned is determined primarily by the internal structure of needs, perceptions, readiness, motivations, etc. of the individual—not by the external conditions desiring change. More and better verbalized knowledge about sociology, more specific pre-service laboratory experience will not, *per se*, result in more effective teachers of the disadvantaged.

Prof. Bragle is Assistant Professor of Education at The College of Saint Rose.

CONCERN FOR ATTITUDES AND BEHAVIOR

CULTURE SHOCK

Dr. Nathan Gould

Culture shock, an experience individuals have upon being immersed in an alien culture, is characterized by a state of disturbance following upon the loss of the familiar that sustains the individual in everyday life. So disturbing and disorienting is the condition that it has been characterized as a mental illness by George M. Foster. However, the prognosis is favorable if one has the capacity for coping with the realities of the new culture.

Application of the culture shock concept to the situation of the new teacher among the disadvantaged is suggested by (1) the fact that teachers frequently experience disturbance and serious problems of adjusting to teaching among the disadvantaged, and (2) the widely held belief that the major source of overall difficulty is the subcultural gulf that separates the middle-class teacher from her lower-class pupils. However, difficulties are involved in applying this idea to advance understanding of this situation and the problems it presents. For example, there has yet been little serious effort to analyze culture shock as a socio-psychological process; the concept at present is hardly more than a label for a complex, undifferentiated totality. Further, *culture shock* implicitly emphasizes *cultural* differences as *the* source of socio-psychological difficulties, and it is by no means certain that the problems the new teacher encounters derive exclusively from basic cultural or subcultural differences. It is thus more objective to speak of *reality shock* rather than culture shock, leaving open the question of generative sources of the process and concomitant adjustment problems.

As noted, teachers frequently find their first teaching experience among the disadvantaged to be traumatic. The problem has been discussed largely in relation to the "slum" or "ghetto" schools in our large cities, which typically are schools of minority group children. That these institutions present a traumatic, problematic experience for new teachers indicates that their formal preparation as well as other life experiences have kept them separated—indeed, insulated—from the realities of life that exist both in these schools and, more broadly, among the poor in the community. The teacher typically has not been adequately prepared through formal education or other experiences to meet and cope with the actual situations that confront her.

This suggests that a partial resolution of the problem can be effected through teacher education strategies that prepare students in direct ways for meeting these realities. This is not to imply that students should be taught only to "adjust", to accept all conditions they encounter. It is to suggest only that teacher education programs for the disadvantaged, whatever their other goals, should educate students to conditions of "real life" in the socio-cultural milieus in which they will teach.

The social sciences, especially sociology and cultural anthropology, can be used effectively toward this end, for they provide a substantial body of knowledge about actualities the novice will or should experience. They can be used effectively to cultivate a sympathetic understanding of life among the poor and the distinctive problems and needs of the disadvantaged child. Of primary significance, they can provide students with essential intellectual tools for understanding and coping with the socio-cultural milieu in which they find themselves. In this way, they can serve to attenuate the shock of reality, for part of the novice's adjustment difficulties stem from a lack of understanding of this milieu and its influences upon her.

Although this kind of course work is essential, it obviously is not adequate in itself as preparation for reality. One can learn to cope with life, including its traumas, only by living. Course work can supplement and complement, but cannot substitute for, experience in the actual situation. This suggests that the reality of teaching in the schools of the disadvantaged should be built into teacher education programs so that students have the opportunity to experience it and to learn to deal with the problems it presents directly as part of their formal preparation. Our experience in an education program of this kind in the Yeshiva University Project Beacon Program indicates that two general kinds of reality situations can be meaningfully built into formal preparation: (1) direct student experience in a responsible training role in schools of the disadvantaged, especially in urban "slum" or "ghetto" schools, and (2) direct student experience in responsible training roles in relations with disadvantaged children in their non-school environment. The latter type of experience would appear to be especially valuable as a means of inculcating in students a sympathetic understanding of their pupils, their learning problems and their needs.

This strategy also serves to incorporate reality shock into the formal education program. In this way, it allows for maximum use of the experience for educational purposes, i.e., for stimulating personal growth and professional development. In this connection, a disturbing meeting with life is not necessarily undesirable; it can provide a valuable learning experience. Whether or not it does may depend largely on the nature and quality of the support and guidance the individual receives during the experience, and one suspects that much of the difficulty experienced by new teachers is a result of deficiency in this latter area.

Finally, incorporating these reality situations into programs also allows for and should facilitate an integration of learning through the traditional type of formal course work with learning through direct experience.

Dr. Gould is Associate Professor of Anthropology and Education at the Ferkauf Graduate School of Yeshiva University.

CONCERN FOR ATTITUDES AND BEHAVIOR

CULTURE SHOCK

Professor Donald R. Lettis

Boston teachers recently asked "combat pay" to teach in South End schools, yet Mrs. Hicks, of the Boston School Committee, voted against a proposal to tear down two of these schools and bus the pupils to white neighborhood schools. The current issue in the Needham School Committee elections is whether or not to place Negro children in their school system. Why the reluctance to confront these problems, the solution to which would help to alleviate tensions, equalize educational opportunities and create a way upward, out of the ghettos?

Confronting and Breaching Barriers

It is prompted by fear of an alien culture. The term "culture shock" has been used to describe the reaction upon confronting the barrier that exists between the position of the prestige-obsessed, over-privileged middle class and the denigrated poor. "Shock" has the proper connotation for this confrontation because it is more than a casual meeting of middle and lower classes, more than the exchange of alms from rich man to beggar, and more than the imposing of a will by an aristocracy on a peasantry. It is a violent impact between cultures with different values, goals, and languages. The collision is inevitable, because both exist in a common domain, both demand equal recognition, and both act from the same motivations.

Identifying this barrier has implications for any educational program. Success depends on this barrier being breached. Any program ignoring it risks neutralizing its effectiveness, as inadequate communications cause inhibitions, misunderstandings generate hostility, and unrealistic goals result in resistance.

To acknowledge a problem may offer an insight which aids in its solution. One obvious answer is to have students take courses dealing with minority cultures. These are frequently offered, yet they appear to be ineffective in lessening the "culture-shock." Some institutions insist that a part of the student-teaching experience be in a ghetto, or inner city, school. Even this does not significantly better prepare the future teacher for the job he eventually faces.

Ineffectual Approaches to Understanding and Insight

What is wrong with these approaches? They do not breach the barrier. College learning lacks meaning because it ill-equips the future teacher to deal with the disadvantaged. Not only inappropriate, such methods are apt to be invidiously comparative.

What of student teaching? Here apparently is contact with reality. But even if these student teachers are fortunate enough to survive, they will gain little understanding or insight. A classroom, especially for the inexperienced student, creates a situation where the cultural barrier is most evident—between the teacher's desk and a room of disinterested, hostile students.

All agree that exposure is desirable. Its nature is the issue. Conditions, by themselves, can create a barrier if the lines of demarcation are as clearly drawn as they are in a formal classroom. The degree of formality then needs our attention. Our experience during the past three summers involving pre-delinquent boys and graduate teaching interns suggests that "culture shock" can be lessened for future teachers by casual, informal contact between the two groups.

Informal Contact Bridges the Gap

The program encourages these informal meetings: i.e., a Negro boy from Bedford-Stuyvesant and a graduate student recently graduated from Brown, while they walk across campus or shoot a game of pool. The setting is informal and the conversation casual, ranging from how to sniff glue to the problems of staying in school. How could such contacts, personal and relaxed, have any educational value? Because both parties understand the ground rules established at the outset, which would enable each to benefit from the ideas of the other. One reason for the boys' presence on campus was to act as consultants, experts on the problems of the slum child, the dropout, and the alienated. Paul Lucier says in "Hey, Teacher's Not a Fink" (*Youth Service News*, 1966):

> "The key ingredient . . . is the degree of rapport which the interns are able to achieve with the boys. . . . The youths, acting in the role of "consultants on problem students" and speaking with their vivid, first-hand knowledge of the situation, can offer to the interns an insight which could only be hinted at in an academic classroom."

Though there is no specific format, these are some essential ingredients: frequent exposure; time for numerous contacts; informality; and honesty as to *why* and *how* the experience is to be conducted.

The primary purposes are to establish communication and to assess differences in culture and value. Successfully accomplished, this experience makes the future teacher more sensitive to the problems he will face.

Reject My Language — Reject My World

The means to communicate is equally important. Riessman and Albert emphasize this point in "Digging 'The Man's' Language" (*Saturday Review*, 17 September '66). The secondary language, of the street, becomes the primary language of the minority group. The solution has been to force the student to conform to the language of the middle class. Allowing the prospective teacher to learn and use this "other language" can overcome a significant barrier which separates the two cultures, avoiding the animosity that is inevitable when the disadvantaged is forced to reject part of his own world.

Assessment of the cultural differences is equally important. The young teacher may be aware that there are differences, but be totally ignorant of how wide a gulf exists. The relief check, matriarchal family structures, or distain for public authority are all "facts" that we know but *why* they are an accepted way of life is of greater significance. Data concerning these conditions are of limited value as a new teacher attempts to establish rapport with a class of eighth graders who prefer the street to the classroom. Knowledge to facilitate understanding must come from within the other culture. In order to understand other outlooks, one must know about them, not as theory, but as working knowledge. This can be gained through personal, informal contacts as those briefly described: contacts that afford individual assessment of cultural values and a means for understanding and penetrating the language barrier. Only by gaining workable insights can we hope to prepare future teachers for "culture shock."

Prof. Lettis is art instructor in the Colgate University-Camp Brace Summer Program.

CONCERN FOR ATTITUDES AND BEHAVIOR

CULTURE SHOCK

Dr. Miriam E. Urdang

Probably the single most significant cause of failure among teachers of the disadvantaged has been that they have not experienced culture shock at the pre-service level. They have had little opportunity to learn to handle their personal feelings toward social groups other than their own. The large majority find themselves in the ghetto classroom on the first day of school to cope alone not only with the manifold anxieties common to the first actual teaching responsibility, but also with the emotional shock as stereotyped attitudes and internalized prejudices collide with groups of live children from another social class.

If the teacher is not equipped for this confrontation, the impact causes various stressful emotional reactions depending on the individual—fear, hate, anger, pity—which may take control of his behavior toward the children. The results are well known. If a teacher does not give up after the first day or week or year, having few facts and understandings to help him behave rationally, he may "adjust" by relying upon his emotions to guide his relationships with his pupils. To cite one example, his own fears or ignorances may tend to cause him to classify all disadvantaged children as a fixed entity and not as individuals. It is not uncommon to hear even the most experienced teacher remark categorically: " 'These' children do not want to learn." "You can't smile at 'these' children." " 'These' children are physical." It takes little conjecture to imagine the kinds of teacher behavior and consequent effects on children's learnings which can be influenced by these and similar attitudes.

The recommendation here is that as many as possible guided live experiences which require students to come to grips at the pre-service stage with their personal feelings toward disadvantaged groups be incorporated into the existing programs of teacher education.

Many things along this line have been tried and all seem to support this call for concerted comprehensive efforts throughout the total preparation period. Experimental programs carried out at Queens College during the past few years and at present have given attention with some success to helping students begin to reduce the anxieties of culture shock.

Three Queens College Programs Move Into the Community

The Harlem Student Teaching Program, for instance, required student teaching in the ghetto, gave more intensive supervision and included community experiences through two day bus or walking tours of neighborhoods. Scheduled stops were made at churches, stores, hospitals, welfare agencies, civil rights organizations where students talked to leaders in charge about their work in attacking problems.

At the School University Teacher Education Center (SUTEC) Public School #76, Queens, school and college cooperate to provide a school setting where all phases of pre-service preparation take place including college courses. Students explore and study the community and survey places important for school children to visit. Special lectures on the community by the sociologist from the SUTEC Inquiry-Research staff are followed by bus trips through the district under the direction of the anthropologist. Students collect basic census data on school children and their families; they go to homes personally to invite parents to attend meetings at the school.

The Queens College program of the National Teacher Corps, uses community orientation extensively with emphasis on services of the intern in the community. Corps members receive pre-service and in-service preparation in the disadvantaged schools. Counselling is provided to help students work through their feelings.

Valuable as special programs are in providing guidelines for preparing more effective teachers of the disadvantaged, they usually reach only a limited few for a limited time and in themselves cannot nearly meet the terms of this recommendation.

Guidelines for Change

The following guidelines for beginning to attack culture shock derive from the experiences of the Education Department at Queens College in the ongoing program as well as in the special projects:

> Culture shock must be recognized as a major cause of failure among teachers of the disadvantaged. It prevents some from accepting teaching assignments, others from staying on the job and many others from success in guiding children's learning.
>
> Everyone engaged in the preparation of teachers should look at his own attitudes to see that he is not susceptible to culture shock.
>
> Required student teaching with disadvantaged children is essential. If a student can encounter culture shock and begin to work through his feelings in a situation similar to the first job situation, anxieties can be reduced substantially.
>
> More intensive, personal supervision is advisable to give help and support during the culture shock experience.
>
> Psychological counselling should be available to help students in expressing their feelings more freely than is possible in the presence of the supervisor who also evaluates performance.
>
> It is essential that community experiences be provided in the pre-service period.
>
> Modification of existing course procedures might include field work, laboratory experiences or projects requiring contact with disadvantaged children on a one-to-one or on a group basis. This applies not only to education courses but courses in anthropology and sociology as well.
>
> Evaluation procedures to measure the efficiency of efforts at counteracting culture shock need to be built into the pre-service program. Hopefully, there will come a time when selection criteria for teachers entering the profession will include relative freedom from culture shock.
>
> Graduate programs of teacher education can continue by providing seminars, lectures, projects aimed at helping in-service teachers deal with their feeling about people from a social class other than their own.
>
> Schools and colleges must cooperate in reducing culture shock among pre-service and in-service teachers.

Until the American school as a whole ceases to reflect the society as it is and begins to concentrate more on the goals of social integration and democratic pluralism, we in teacher education must take the initiative to find ways to keep culture shock in the middle class teacher from interfering with the learning opportunities of the disadvantaged child.

Dr. Urdang is Assistant Professor of Education and director of National Teacher Corps at CUNY Queens College.

CULTURE SHOCK

Discussants:

Dr. H. Warren Button

Dr. Abraham J. Tannenbaum

Mr. Gerald Weinstein

SUMMARY Mr. Bragle in his paper said that the disadvantaged spotlight the failures of the past for all. Culture shock might be defined as feelings of anxiety and being threatened which leads to selective perception of the person in which he begins to see only the threat. He then begins to defend against the threat with whatever existing stance he may have at the time. The prescription for lessening the shock seems to lie in developing basically creative people; ego-development for the teacher. This may be reached in two ways: through opportunities for self-discovery, through work on valuing. This must take place in a situation that provides a climate for change, that allows feedback, and that structures a systematic look at values.

The second speaker, Dr. Gould, an anthropologist, noted that culture shock is a reaction to being immersed in a totally different way of life. But, there is danger of applying "culture shock" to the disadvantaged because the term emphasizes cultural differences. Dr. Gould said he is not sure that such a concept applies to teachers either. It may be better to discuss "reality shock" instead. Reality shock of the school occurs because the formal and informal education has insulated many teachers from reality. There must be training in reality settings and not merely adjustment training. Anthropology and sociology, although limited, can provide necessary intellectual tools for confronting reality. Supervised experiences in the reality setting to learn directly how to deal with it leads to two major prescriptions: direct experience in training in urban schools, direct experience in training in non-school environment. The nature and quality of the supervision is most crucial.

Mr. Lettis pointed out that culture shock can be reduced through informal experiences, basically, through an informal summer program that involves more than an exchange between middle-class and lower-class, but rather a direct confrontation with whose values rule. Courses dealing with minority cultures are no solution. Part of student teaching in urban schools is also a failure since the texts don't equip the student teacher and too frequently make invidious comparisons between disadvantaged and other learners. Student teachers may learn to survive but gain no real understanding. The nature of the exposure is crucial.

Dr. Urdang observed that teachers have not experienced culture shock at the pre-service level. Having no rational structures for dealing with the shock when it does occur, they react emotionally with stereotyped attitudes. What is needed is to have guided live experiences incorporated into existing formal training. Hunter College attempts to provide critical insights into the background of the learner through trips, walking tours, and field work with small groups of pupils in school settings. Intimate contact is also provided when the student teacher is placed with other inexperienced teachers and supervision for both is provided. Training in community field work collecting census data from the community as well as in community service are utilized in order to have the trainee become community oriented.

Culture shock is the major cause of the failure of most teachers. Having student teachers work with disadvantaged children under intensive supervision, affording them assistance in examining their own attitudes and creating an environment for them to express feelings, should help to change behavior. Opportunities should also be afforded inservice teachers to continue their professional growth and to better resolve their feelings about the children they are teaching. There should be school and college cooperation, with evaluation procedures an integral part of each program.

Dr. Button indicated that student teaching is obviously inadequate. We're still not sure what "culture shock" means. We've talked about many things, developed new cliches but relatively few programs have been established to prepare teachers to work in inner city schools. Directions are unclear and yet we know that we can't stay still.

Dr. Tannenbaum stated that lumping the disadvantaged together in terms of culture shock may be very harmful. There is the possibility of many slum subcultures. Culture shock as the main reason for teacher disengagement should be studied. Formal training programs have failed. A variety of types of teacher trainee exposures to slum culture should be investigated. Change has to be internal. The thought that integration *per se* will reduce intergroup tensions may be amiss. Communication skills between teachers and pupils have to be improved: They must learn each other's language. Is it possible to reduce "culture shock" and at the same time maintain cultural plurality? What needs to be done on teaching main stream values? There's a great deal of time spent in understanding the receiver, the learner, and neglecting the study of the transmitter. There is no comprehensive system of teaching alternatives.

REACTION It wasn't possible in the limited amount of time for any of the panel members to explore in any great depth the problem of culture shock. Most of the presenters and discussants viewed culture shock from the perspective of the teacher, that it was the teacher who had to be helped, somehow, to bridge the culture gap. I think the most important point raised was that the term culture shock might be a poor term and that we substitute rather "reality shock" for teachers. I suppose what was most sorely lacking was the whole question of the "culture shock" of **pupils going from their respective neighborhoods and culture milieus to the schools and being exposed to the instructional program as an element of culture shock.** It seems to me that until the focus is on the shock of the pupils coming into a school which is basically not geared to a reality interpretation, all efforts geared at either reality training for teachers or culture shock or what have you, is after the fact. **For the way schools are presently established, neither the pupil nor the teacher is expected to deal with any tasks regarding reality and this seems to be the most gross oversight in terms of the whole question.**

CONCERN FOR ATTITUDES AND BEHAVIOR

FACULTY, SUPERVISOR AND STUDENT ATTITUDES AND BEHAVIOR

Dr. Helen Brell

I should like to single out one aspect of this concern that tends to be persistent, pervasive and strongly resistant to change, namely, the stereotyped attitudes and beliefs about children in public schools whose origins are lowly, whose socio-economic status is poor, whose habits and mores stem from a sub-culture of other ethnic or racial orientation. Twenty to thirty years ago the now classic studies of Warner, Davis, Havighurst, and Hollingshead, documented the fact that preferential treatment was accorded children attending public schools in relation to the socio-economic status of their parents. Documenting this aspect of life in the school community has not caused such behavior on the part of teachers to disappear.

There are many factors that contribute to the high degree of turnover of teachers in schools serving poor Negro and Puerto Rican populations. However, not least among them are the negative feelings and attitudes many young teachers communicate both verbally and in their relationships with their pupils. For, in the last analysis, it is the tone of the affective relationship between the child and teacher that affects cognitive development. The attitudes expressed in the behavior of a teacher may act to restrict or release the learning energies of pupils.

Stereotyped Notions Lead to Failure

Prospective teachers are familiar with the generalized statements about life in sub-cultures and in areas of big cities they have seldom, if ever, seen. I meet in my graduate college classes young people in their first and second years of teaching, many of whom repeat a kind of mythology about the children of the poor they teach that belies their college educations. I learn from them that poor Negro and Puerto Rican parents are not interested in education for their children, that the intelligence of such children is inferior, that the children have no interest in cultural experiences, that a teacher cannot teach the same skills or in the same way as she could teach middle class children. The depressed view of the children's ability to succeed, held by the teacher, tends to reinforce the view the children hold of themselves. When we remember that schooling is *the* socio-economic escalator in American society we are again impressed with the fact that the operators of that escalator must be clear about their role and function as well as about themselves. It is essential that the escalator remain free of prejudice and stereotype.

Dr. Brell is Associate Professor of Education and deputy chairman of the Department of Education, Division of Graduate Studies at CUNY Brooklyn College.

The present emphasis on the education of young teachers seems largely unsuccessful in developing the insight, stamina, and affective sets that make it possible to cope with their frustration, disappointments, and failures resulting from their efforts to work with children of the poor. Their failure is often compounded when they confront children who have experienced an enculturation widely divergent from their own.

Teaching is an extremely personal enterprise. The ability to establish significant human relationships is basic to the success of the teaching-learning process. If a teacher is inhibited through a host of false attitudinal sets and stereotyped notions about whole segments of the population he is doomed to failure.

We in the colleges do not pay sufficient attention to this personal side of teaching. I believe there are measures that can be taken both by colleges at the pre-service level and by public school authorities at the in-service level to strengthen and support teacher effectiveness in its personal aspect. I should like to suggest two approaches to the problem of dealing with the re-education of attitudinal sets of prejudice and rejection.

Two Approaches to Developing Teachers as Authentic Persons

I believe an essential part of teacher-education is to have the prospective teacher confront his own prejudices, ethnocentrisms, and stereotyped ideas about race, religion, poverty, and ethnic origins. Such procedure may include small-group discussion and sensitivity training related to the social realities present in the inner city school. Under the guidance of experts in group process the role of the teacher may be clarified for those about to enter the profession. By such means they may be aided to identify with that role in individual, personal but realistic terms. This dimension is lacking from most programs of teacher education with which I am familiar.

Second, I wish to suggest that the time has come to implement a program of support on the job by colleges as their graduates take up positions in the inner city schools. There needs to be developed a massive follow-up program, the joint responsibility of the Board of Education to back up the continuing education of young teachers. I see this as a program extending for a minimum of two years after taking a position as a new teacher. The thrust of the effort would again be made in small-group situations to deal with the problems of self-understanding so that feelings and attitudes of young teachers may get ventilated and, hopefully, re-oriented. Such a program holds the hope of generating a larger degree of classroom success for teachers who have continuing help in reassessing their own relationships. Thus, the process of projecting on to children and parents the teacher's own inadequacies may be reversed. The effectiveness of such a program is dependent on an adequate supply of trained personnel to serve as guides and leaders.

Some such approaches as I have suggested would lead us in the direction of educating for responsible maturity young adults who are all too often confused by what appears to be a threatening experience to them.

I am moved here to quote A. H. Maslow's definition of an authentic person "as one who by virtue of what he has become, assumes a new relation to his society. . . . He not only transcends himself in various ways; he also transcends his culture. . . . He becomes a little more a member of his species and a little less a member of his local group." What I have tried to suggest are measures which may lead in the direction of developing more teachers who as authentic persons are able to make a commitment to the effective education of inner city children.

CONCERN FOR ATTITUDES AND BEHAVIOR

FACULTY, SUPERVISOR AND STUDENT ATTITUDES AND BEHAVIOR

Dr. Lazar Goldberg

In the most difficult schools one can find teachers who succeed in teaching their children effectively. In the worst slums there is a principal whose school spells hope for the children there. I have known such teachers and principals in Harlem and in Bedford Stuyvesant. Their formal preparation is not very different from that of their colleagues, although they have become very skilled in response to the need of the children. What distinguishes these people is their sense of purpose in their work, the infusion of energy they bring in achieving their tasks.

Educators as Agents of Social Change

Successful teachers and administrators in schools populated by the children of the excluded, the neglected, the poor, do not expect to remake the world in their schools, but they expect to influence the direction of events by demonstrating what is possible within the area of their assigned responsibility. They think of themselves as agents of social change. Striving for social change gives meaning and purpose to their lives. They have developed a conscience that will accept nothing less. In his lecture to teachers James Baldwin wrote: "... one of the paradoxes of education was that precisely at the point when you begin to develop a conscience, you must find yourself at war with your society. It is your responsibility to change society if you think of yourself as an educated person." Administrators who organize the setting, and teachers who try to understand each learner and have mastered the knowledge required for effective teaching, hold themselves responsible for educational failures and weaknesses, not the children. They hold their own teaching responsible, the social system of the school, and the society which it reflects. What successful administrators and teachers bring to the children of the hopeless is hope to affect their future. Hope is the boundary between belief in achievement and security and flight from death, the need for constant reassurance of being alive.

It is not my intention to make people angry. However, it is unavoidable. The work of Sims and Sexton document what we know—teachers have a conservative bias. If you find yourself growing angry, ask yourself why you don't get angry at the hideous neglect of children, the destruction of human dignity and life itself. I know of no way to change people's attitudes except by changing the quality of their social experience and by establishing an inconsistency between their beliefs and their feelings. There isn't much I can do about your social experience. I can attempt to cross the threshold of your tolerance for inconsistency, and thereby perhaps win you to my attitude. In the process you may become angry. I'm sorry about that.

The Relationships Between Hope, Alienation and Learning

Melvin Seemen's study on alienation establishes the importance of hope if one is to learn. "To the extent that he feels powerless to affect his future, he will not learn as well what he needs to know to affect it. And he will not be as interested in it—he may even reject it. To the degree that he *expects* to achieve his goal, he will attend to the associated learning; to the degree that he *values* the goal, he will also be oriented to learn."

Behavior centers around achievement and security. These depend upon hope, and hope rests on time. We seek goals, status. We plan. Our attitudes toward space, time, objects, and persons depend on predictability in which we believe. We have confidence and hope because we perceive an orderly relationship among space, time, objects, events, and persons. We perceive this world because we're "in".

The Child's Fight for Survival in the Slum

The child of the slums perceives a different world. His is a world in which his survival skill is constantly tested. This is the one test in which he cannot fail. We are the authority that confront him. We are the enemy, part of that bureaucracy he knows very well. If our world with its time, order, and values, is a bitter world—better another one filled with mutual aid, fellow feeling, reciprocity, autonomy, independence. It is natural that he should be antagonistic to our world and loyal to his.

We must learn to see that world if we are to make contact. We should build perceptions where they have been so badly neglected that sometimes they appear atrophied. We should learn that school offers only one set of experiences, that these children have learned a great deal about out-patient clinics, the police, welfare services, and bureaucracy. We should not be surprised that they must sometimes choose either their friends or us, and that their friends is the wiser choice. We find that these children have tremendous adaptive strength, that motivation can grow with learning just as appetite often comes with eating. We should find that the children have individual worth. You cannot teach those you exclude as worthless.

Change Curriculm to Reflect Interest in "His World"

The curriculum will reflect the change in our attitude. In all the years that the story of New Amsterdam has been taught, have you ever heard the question posed, "When the Dutch arrived, didn't that spoil the neighborhood?" Why not? If you were to list the heroes in the struggle for freedom in our land, how many would include Nat Turner? Denmark Vesey? Sojourner Truth? Why is that? When we tell the story of the conquest of Mexico by Cortes, why do we tell the story the way the Spaniards tell it, but not the way the Mexicans tell it? Is the study of Switzerland really more illuminating than the story of Africa or Asia?

When we enter the children's world, principals will allow flexible time schedules. All children will become visible to us with their individual sense of self worth. Because we shall see them individually worthy, we shall treat them individually, some more permissively, some in a more structured way, according to their individual styles and needs. We shall teach as if each child will grow to affect change. We should then fulfill our twofold commitment: to prepare for the little we know, and for the vastness that we do not.

In Robert Redfield's words: ". . . education, to us, exists to develop powers to deal with contingencies beyond our powers of prediction. Children are to be educated so as to find what personal and cultural security they can find in the communities that now exist, and they are also to be educated to make, by effort and understanding, new integrations out of whatever pieces of living the future may bring them. The teacher today is both a perpetuator of an old integration and a builder of the power to meet disintegration. If a paradox remains, it is not one that I have invented; it exists in the nature of modern life."

Dr. Goldberg is Assistant Professor of Education at Hofstra University.

CONCERN FOR ATTITUDES AND BEHAVIOR

FACULTY, SUPERVISOR AND STUDENT ATTITUDES AND BEHAVIOR

Dr. Blanche A. Persky

If we are to educate teachers to be effective in any community, with any children whose lives they touch, they must experience diversity—they need to understand the learning problems of the middle class child and his parents and they must be equally sensitized to those of the slum child. They need to know the slum child as an individual, as a member of a group, and as a part of the community by which he is affected.

Young people coming from a comfortable, protective family environment have some rather stereotyped notions about the slum child and his family. To begin with, some of our future teachers have been so affected by television programs, the sensationalism of the press, and the anxiety of their own parents, that the thought of working in a slum school throws them into a panic. The notion that the poor child, particularly if he is Negro or Puerto Rican, either does not want to learn or is incapable of learning, is one that is hard to dispel even though it is possible to present scientific college classroom evidence to the contrary. College students do not differ from other adults; what they learn intellectually is not always accepted as a basis for action or reaction.

Equally difficult to deal with is the deep conviction that poor parents, and especially if they are welfare recipients, are neglectful of their children and only minimally concerned about their well being.

We know that prejudices, misunderstandings and undesirable attitudes are the result of lack of knowledge. The question then becomes that of the best way to transmit the knowledge needed. It is in the text books, but none of us needs to be told that the text book, lecture, or even the discussion approach cannot do much toward internalizing a positive attitudinal change.

At New York University we are approaching the content of curriculum foundations, educational psychology and educational sociology with field experiences coordinated so as to vitalize the theoretical content. To illustrate, one of the group experiences which, in one instance, did a great deal to reduce the anxiety about travelling to a school in a disadvantaged area was a group trip which included a walk around the Hell's Kitchen community. On the return, when students were asked about their impressions, it was interesting that the first responses were, "We were surprised, but we weren't afraid—people seemed to be going about their business as they do anywhere else." Now I hasten to add that this euphoric response had to be analyzed and evaluated in relation to a specific community, lest an equally erroneous assumption of "all's well with the world" be substituted for an earlier generalization. Nevertheless, we were one step forward in allaying fear and anxiety.

Subsequently, each student was assigned to one child, selected by the teacher, for what we have called a one-to-one relationship. This was planned so that the college student would spend a block of time, in what was to be a non-school fun activity for the child. This meant doing a variety of things depending on the student and child, from a simple walk around the neighborhood, visits to the student's home, going skating together, to excursions to the airport, and so on. They were different for each student-child pair. Children were to be called for either at school or at home, and returned to their homes. There were many problems; some of our students were timid; some children were shy; many found it difficult to find times that were mutually convenient, and in some cases the parents of the children appeared to be resistant.

However, even the problems that arose did a great deal to break stereotypes. The resistant parent usually turned out to be not disinterested or neglectful, but rather so truly concerned about her child that she was not willing to entrust him (or her) to a stranger. This was quite a revelation for our students whose own parents had expressed their protective anxieties. And when, in some instances, our girls were invited to come in and to visit in the child's home additional insights were acquired. There were different learnings, no less significant, when the door was opened only a crack because in other homes it would have been too difficult to welcome the middle class stranger. These experiences have been rich grist for the mill of educational psychology theory.

Concurrently, our students were doing intensive community studies under the direction of the sociologist on our instructional team, and they were really getting in up to their elbows—talking to community leaders, the storekeepers, the policeman on the corner, and anyone else who was willing to answer questions. As they learned the realities, the fears were minimized, and healthy, analytical attitudes appeared to be developing.

The opportunities for exploring curriculum resources in these communities are obvious and the observation-participation school assignment made in the ensuing semester, in the same community, was relatively more comfortable and fruitful because of the intensive ground work that had been done.

It has been my conviction that future teachers must be involved in the types of communities where they will be expected to teach. They cannot be thrust into a world with which they are unfamiliar and about which they have fears and distorted conceptions, and be expected to succeed. Moreover, I do not believe that even student teaching at the senior level is enough. There must be a gradual and increasing induction to work in our city schools. While we are hopefully working on all fronts to correct the social ills that affect the schools, we must give young teachers the background they need for effective work wth children.

Dr. Persky is Professor of Education at New York University.

CONCERN FOR ATTITUDES AND BEHAVIOR

FACULTY, SUPERVISOR AND STUDENT ATTITUDES AND BEHAVIOR

Sister Rose Augustine Herbert, C.S.J., Ed.D.

In teacher training we are anxious to foster positive attitudes and behaviors but if we are realists we must accept the fact that we will work with people who possess negative attitudes and we must be ready to accept this fact of life.

Suggestions for Improving Teacher Education Programs

A project sponsored by the college should be set up so that the student teachers, beginning teachers, supervisors, and college faculty members can work together to help in teacher training and to help culturally different children.

Adequate communication is essential at all levels—therefore, members of the education, foreign language, psychology, and sociology departments of the university should be given the time and opportunity to work harmoniously with the director and other members of the project such as the social worker, doctor, nurse, and neighborhood aides.

Participation should be planned and implemented by means of an orientation workshop.

Student teachers and beginning teachers should meet periodically with personnel from inner-city schools.

Bases for Recommendations

Beginning teachers who have not worked previously with inner-city children can cause traumatic experiences and can experience traumas themselves.

Operation Northwest, a summer remedial and enrichment program, has convinced us that when college faculty, supervisors, student teachers, and beginning teachers have positive attitudes toward one another and toward the job at hand, results are usually shown in positive behavior patterns which extend to the children served.

Two teachers, of a total of 40 master or assistant teachers, were not flexible enough to work with culturally different children. They tried to force their middle-class standards on these children.

An orientation workshop was found to be essential so that the college faculty, the personnel engaged in the project, and the children selected for remedial help and cultural enrichment might benefit.

Guidelines for Implementing Programs in Teacher Education

There should be ample opportunity for meetings with master teachers, beginning teachers, student teachers, and neighborhood aides before teams are formed to work cooperatively in the training of teachers of the culturally different child. Unless the members of each team are compatible, unnecessary conflict will result.

Faculty and students in education, psychology, sociology, and Spanish language classes should participate to help culturally different children.

There should be an understanding with the agency responsible for funding. We were told to shorten our orientation workshop. This was a mistake. In spite of all the pre-planning, negative attitudes were manifested by a few of the personnel involved, due in large measure to inadequate preparation.

Since the children involved in the summer remedial program are from the local public schools it is essential that the teachers in the summer project be supplied with pertinent information and that information be fed back to the public schools in September.

Operation Northwest appears to have been successful. We feel that this was due in part to the fact that no college student was involved in the teaching of the children unless she had prior experience either in our Reading Center or in local elementary schools. We did use students who had no prior field experience in the arts and crafts and in the physical fitness programs.

Expected Outcomes

Because our students are given a strong liberal arts background as well as professional preparation, and because we are a small college, the faculty, supervisors, and students have opportunities to meet frequently, to discuss problems and practical procedures to be followed in implementing the theory presented in classes. When college students are doing practical work with culturally different children in a structured situation such as Operation Northwest, theoretical knowledge can be put to good use.

Students in basic psychology and developmental psychology should be given many opportunities to work in a one-to-one relationship with culturally different children, to administer interest inventories and to correct reading and arithmetic achievement and diagnostic tests. These experiences seem to make the students eager to study more about the social and emotional problems of inner-city children.

If the orientation workshop is well-planned and includes consultants in the fields of reading and arithmetic who understand problems of inner-city children, beginning teachers should manifest positive attitudes in working with small groups of children under guidance from supervisors.

If throughout the summer the neophyte teachers have opportunities for daily meetings with college faculty, supervisors, and master teachers, they will develop positive attitudes toward their future profession and toward children from different cultural backgrounds.

If the college invites key personnel to all advisory meetings and asks these people to participate in orientation, then the ongoing evaluation of the program should show not only better preparation for the teachers of the culturally different, but also improvement in attitudes and behavior patterns.

We are speaking from two years' experience in Operation Northwest, a non-sectarian remedial and enrichment program for children in the most depressed area near our college, located about 45 miles from New York City. Many of those who participated as beginning or student teachers sent unsolicited letters of gratitude for having participated in the program. They asked to return for further help in guiding culturally different children.

The positive attitudes of the college faculty, the personnel and the students who helped in so many ways, seemed to carry over to the children involved in the program.

I quote from a section of the report of the local public school system to the State Education Department ESEA Report—1966:

> "A perusal of the data sheets suggests that the youngsters performed well in the program, enjoyed the classes, showed improvement in reading, had excellent attendance, improved their attitudes toward reading and its importance, and developed warm relationships with the Sister and the staff. It is the personal belief of the writer that above and beyond the educational achievement shown within the six week program, the gains of the youngsters in terms of making satisfying relationships with teachers and experiencing the high level of motivation towards learning and enjoyment of learning were more than significant to these youngsters."

Sister Rose Augustine is Professor of Education and director of Operation Northwest at Brentwood College.

FACULTY, SUPERVISOR AND STUDENT ATTITUDES AND BEHAVIOR

Discussants:

Dr. Anna P. Burrell

Mr. Joseph McDermott

Mrs. Regina Barnes

SUMMARY It was the consensus of the participators that certain elements in the training of teachers of the disadvantaged must prevail in order to achieve upward mobility for their eventual pupils, as well as feelings of self-realization on the part of neophyte educators. The features essential in optimum preparation of starting teachers involve the cooperation of both college and local school personnel.

The former must provide its students with induction of skills beginning in the junior year, at the least, and correlated with disciplines in the liberal arts college. It should be accepted that courses in anthropology, psychology and sociology are a *sine qua non* in their training, basically to eliminate prejudices founded on stereotypes and to inculcate attitudes leading to realistic, professional commitment. Administrators from public schools of the inner city, experienced teachers, community activists, parents, remedial reading specialists, social workers, guidance counselors, *et al*, should be invited to participate in frequently scheduled forums, with ample opportunity provided for interaction, exploration and understanding.

Responsibility of the university should not end upon the entrance of its students into the teaching field. It must provide a liaison between its protected environs and the challenging actuality of the classroom. There should be continued supervision allied with that contributed by public school personnel for at least the first two years, during which period the fears of the neophyte concerning classroom control, command of skills, and establishment of a viable learning climate will be constantly combatted and, hopefully, eliminated.

Master teachers and administrators in local schools must cooperate in engendering proper attitudes, in providing flexible opportunities for instructional experimentation, and in encouraging appreciation of the cultures of disadvantaged pupils. The last is of primary importance for, without this, the cry emanating from slum schools will be misunderstood or ignored. If this reinforcement is not provided, pressures arising from varied community sources will immobilize the young teacher in pre-conceived stereotypes and confirm his doubts concerning ability to cope with classroom control and communicate meaningfully all that he had planned to impart.

His colleagues and supervisors, moreover, must enable him to realize that the fundamental need of the disadvantaged child is identity; only after this has been established can the youngster be led to achieve. Sequentially, the teacher must offer sensitivity, hope and strengthening compassion. Only when mutual acceptance has been contracted on both sides can learning and teaching begin. The profound challenges inherent in the teaching of the disadvantaged can be overcome primarily through the sustaining assistance of university personnel and classroom colleagues for the beginning teacher. Left prematurely to his own uncertainties and untested methods, the neophyte will founder and, perhaps, leave the school system, convinced that children of low socio-economic background cannot learn and that he cannot teach.

REACTION The problems of adjustment in attitudes facing the middle class teacher entering a slum school are real and significant factors influencing his professional competency. It is equally true that every individual at the start of his chosen career does so with mingled fear and hope of success. His approach is blended with realities and fantasies, with preconceptions and innocence. These factors play a particularly potent part when the new position involves a daily confrontation of the individual *vis-à-vis* a group across a wide gap of cultural differences. The new teacher, so lately a student, needs all the help he can receive. This must come in the shape of intensive preparation, on-going support, and episodes of encouraging success. Much has been said of the responsibility of educators in changing their attitudes towards minority members of lower socio-economic groups. This is an indisputable necessity. More comment should be made regarding the contribution which the inner city community can offer in helping the neophyte teacher achieve his hopes for self-fulfillment and social contribution. Frequently, parents of disadvantaged students have, in frustration and despair, labeled the young teacher inferior, unsympathetic, and incapable of performing a competent job. Thus, even before he has started his new duties, he is confronted by on-going conflicts and pressures in which he has played no part and for which he has had no personal responsibility. The beginning teacher may be hampered by his so-called middle class origin; but he may be equally and humanly nonplused by the *à priori* suspicions with which he is greeted by vocal members of the community in which he hopes to serve effectively. While a young teacher must bring dedication and commitment to his profession, he also requires reinforcement from the parents of the children who constitute his class.

There must obviously be a meeting of minds, and an understanding of goals, between faculty members of inner schools and the parents within the community. Name-calling, frustration, abuse are non-productive abrasives regardless of the corner from which they emerge. **In order to create a viable climate within which instruction can be effective and learning accomplished, all participants (the university, parents, civil rights leaders, local school boards, administrators, and teachers) must strive towards abating grievances and work towards a better rapport so that children, who are the primary focus, will be helped towards maximum improvement.**

The young teacher should enter the classroom as fully prepared as it is possible to make him. Attitudes engendered in the home often affect the learning capacity of the young. Where parents reinforce the good will and authority of the teacher, and expect their children to enter the classroom as a haven of learning, the chances of pupils' profiting from instruction are that much the greater. The past has shown us that immigrant children were confronted with prejudices—not as vast and deep-set, perhaps, as present vitiating antagonisms—but they were aided in overcoming these by the positive attitudes of their parents towards education. It is to be hoped that this approach will emerge in coming days so that the new teacher, trained and oriented towards genuine professional commitment, will be enabled to accomplish the goals that the university, the school system, and the parents all wish for their children.

CONCERN FOR ATTITUDES AND BEHAVIOR

SENSITIVITY TRAINING

Dr. Donald H. Clark

Research of compensatory education for the disadvantaged points to the urgency of helping children learn *how* to learn. It is a need for all children who will be citizens in the twenty-first century. They probably will be forced to relearn their occupations several times during their working years. If they and their world are to survive in that age they had better develop a flexible exterior and a hard core of personally tested values that will provide stability.

To produce such citizens we need dedicated, sensitive teachers who have learned how to learn.

Why the Need for Sensitive Teachers?

If children are to learn how to learn, the intermediate steps of learning must be personally satisfying, if not always fun. For a teacher to guarantee minimal satisfaction he must be sensitive to the psychological and social needs of his students. A teacher needs sensitivity in sorting the clues to identity thrown off by any student every day.

We want to educate people who will live in that future world about which we know so little today. Programed learning and its teaching machines do a superhuman job of helping students ingest available information but it takes a sensitive *human* teacher to influence the developing *human*. It takes a teacher who is sensitive to group dynamics and the psychodynamics of its individual members to make respectable use of small group educational procedures.

We want education for all of our children, including those who are culturally different from the teacher. Education for culturally different children is a flexible education, drawing deeply on innovation and daring. It takes a teacher who is psychologically sensitive to himself and his students to provide such an atmosphere.

What is Sensitivity Training?

Sensitivity training is a procedure that:

increases the number of hypotheses one can make as to why someone behaves as he does, individually or as a member of a group, at a given moment or over a longer period of time;

increases one's openness to data, and hence the amount of data one can collect that supports or refutes these hypotheses;

increases one's ability to weigh evidence impartially rather than attempt to "prove" oneself "right";

increases one's ability, on the basis of collected evidence, to change one's own behavior in relation to the other person or group's behavior; and

increases the likelihood that one will endlessly engage in the reformulation of new hypotheses and their subsequent testing.

Sensitivity training for teachers does not happen easily as a result of reading or attending lectures. It involves intimate, internal, personal changes. Such changes occur most readily in small group discussion where a teacher has the opportunity to experience what he wants his future students to experience.

Sensitivity Training for Teachers

Small group discussion aimed at sensitivity training has a limited and ready-made focus. Discussion centers on the contact a teacher or teacher-in-training has with individual children and groups of children.

The leader in such a group should be someone who has had a good amount of training in understanding individual and group psychodynamics. He should also have had specific training as a group discussion leader. The leader of such a group helps its members stay close to such questions as: how the trainee *felt* when in contact with a group of children or a child and what the trainee *did* that might have stimulated the carefully observed child behavior. The leader would encourage the group to ask the kind of questions that help set up hypotheses and then gather data. Finally, the leader would run a constant parallel between what is happening to the individuals and group *in the training room* as compared to individual and groups of children *in the classroom.*

For example let us look in on a sensitivity training group with ten trainees and a leader. Mrs. Smith reports an experience in a school located in a low-income neighborhood. A fistfight broke out between two boys. The fight caught everyone's attention and interrupted the teacher's lesson.

In the training group, another member, Miss Perez comments that lower-class kids fight more with their hands than middle class kids do. Mrs. Smith disagrees. Miss Perez says she should know because she grew up in a slum. Mrs. Smith says she knows from having seen plenty in her privileged neighborhood. The rest of the group is quiet. The atmosphere is tense. The leader asks the group to try to say what is happening at this moment. He asks if anyone sees the parallel to the incident being presented by Mrs. Smith. He asks what he as the teacher-leader should do now that will help maintain a learning atmosphere. Discussion touches on values and attitudes, individual and group psychodynamics, and it presents an on the spot example of people learning how to learn. The leader is acting in part as a teacher-model.

The teacher-trainee from this group goes to his teaching job with this internalized experience providing a reservoir from which he can draw strength to seek alternatives to the repressive teacher behavior we all see too often in the classroom.

Evaluation of Training Procedures

At the Educational Clinic of Hunter College in the Bronx, we are now training teachers-to-be in such small groups. We realize that we have a responsibility to constantly evaluate our training procedures and change them accordingly. The research job is big and painful.

Less formal evidence from our students in training is not so painful. Their most common response tells us that their eyes are open wider, some of the stars are gone from them, and they begin to see themselves as professionals providing a difficult but most essential service to humanity.

Disadvantaged youngsters have the most to gain from this or any procedure that provides superior education. Concrete, every day classroom experiences kindled by a sensitive teacher, seduce the youngster into learning how to learn. He develops such abstract skills as hypotheses formulation and data collection because these learning skills are recognizably connected to his life.

Dr. Clark is Assistant Professor of Education at CUNY Hunter College.

CONCERN FOR ATTITUDES AND BEHAVIOR

SENSITIVITY TRAINING

Professor Daniel Ganeles

Many teacher education programs recognize and expose trainees to the newly accumulated knowledge about the causes, effects, and possible remedies of educational disadvantagement. Traditional course offerings in academic and professional spheres cannot induce the behavioral and attitudinal changes that a middle class teacher trainee must experience in order to effectively teach the disadvantaged.

Suggestions for improving teacher education programs for the disadvantaged: schedule each teacher trainee for a session aimed at sensitizing followed by periodic follow-up for support and encouragement; provide a controlled environmental setting for such training, within which each participant is encouraged to become deeply involved and discussion is free and open.

We must expect the classroom teacher to be a leader in the classroom and in the larger community. Simply professing a professional posture is not synonymous with the acquisition and application of the sensitivities and skills necessary to guide and direct changes in social relationships required in providing quality education to all, especially the disadvantaged.

Behavioral and attitudinal change, that may accompany an exposure to knowledge, cannot be left to chance. We must actively pursue that change through programs and devices not now an integral part of teacher education programs through opportunities for deep personal emotional involvement of trainees. Only by deeper involvement can the resistance to change of behavior and attitude be overcome and greater readiness for change be induced.

Traditional classroom settings cannot provide opportunity for participants to be introspective or to openly discuss new ideas that challenge long held attitudes, beliefs and prejudices. An atmosphere that encourages self-searching and change cannot be created in three 50-minute classes for one semester. Only a controlled environment for a sufficient length of time can be supportive of this type of training.

Time and Place

A training period of two weeks in a controlled environmental live-in setting is minimal.

A dormitory facility open to men and women or a place away from the main campus, such as a retreat, hotel, or camp, is advisable. Facilities for small and large group meetings and total group dining, recreation and lounging is recommended.

Conditions

Training must be apart from any diversion and must be planned to create a safe setting within which exploration of feelings about self and others can proceed with a minimum of cultural restraints.

A participant should be involved to a point where he feels it important to become an accepted member of the group and to help work out solutions to the group's problems concerning providing quality education for the disadvantaged. This is also, at the moment, his problem.

An atmosphere of permissiveness must be developed at the training session within which it is possible for individuals to examine their own behavior, ideas and motives, particularly as they relate to the poor, Negro, and indeed all disadvantaged, more objectively than normally and to accept help and criticism from others without defensiveness. This mirror of self must begin to reflect a new image based on empirical data, scholarly presentations and improved methods and materials of teaching the disadvantaged.

Once the participants are receptive to the goals of training, opportunity should be given to begin application of new behavior and attitudes through preparation and trying out of methods and materials in a supportive climate. This is where the training session begins its transfer from the controlled environmental setting to the classroom.

Participants

Although such training may take place at any time during the preparation of students for teaching careers, it would be best to conduct the training program just prior to student teaching.

Groups may be inter- or intra-disciplinary, but should be coeducational and biracial.

Size of group should not exceed viable limits. Twenty to fifty have proven to be best to accomplish training goals.

Program

There is no single formula for success. There are, though, certain guides that have contributed to the success of SUNYA's program. The initial portion should stimulate deep examination of self on the part of each participant, concerning his own attitude, behavior and beliefs about poverty, and the poor. Design the program so that each individual may, in a free give and take climate, discuss, question and challenge his own attitudes, his middle-class values as absolutes for all class groups, his possible complacency, smugness, contempt and fears in his relations with people of poverty. At best it should lay bare the real self of the participant or, at least, make the participant receptive enough to listen and discuss further. Next, the program should present specific scholarly information designed to enforce, on an intellectual, empirical level, newly emerging attitudes to enable teachers to work more effectively and knowledgeably with disadvantaged youngsters. Finally, the training program must aid the teacher in developing plans, methods, procedures, and techniques and in finding appropriate materials which give him the means by which to implement his newly acquired attitudes and behavior.

Evaluation

As an integral part of the training, give the participants the responsibility for determining the session's direction by identifying the problems and making plans for solving them. Depending on the size of the group, all may participate in evaluation or representatives selected by the group may meet periodically for such purposes. The value of group responsibility and involvement for progress and outcomes cannot be overstressed.

Follow-up

When teachers are sent to inner-city schools, they run into the "establishment" which can easily discourage the trainee and negate any change in attitude or behavior. Follow-up may be accomplished by bringing the group together once a month for a full day back in the safe, supportive climate of the group to provide support, encouragement and a continuing opportunity to explore, exchange and discuss relevant materials concerning teaching of the disadvantaged.

Expected Outcomes:

1. Sensitive teachers, aware and understanding of the needs and limitations of disadvantaged youth, and capable of effectively teaching them.
2. Teachers knowledgeable and skilled in making curriculum relevant.
3. Teachers with concern for and ability to build young people's self-image.
4. Teachers who can encourage the disadvantaged to find a meaningful connection between school and their lives.

Prof. Ganeles is Associate Professor of Education and associate director of the Project for the Education of the Disadvantaged at SUNY Albany.

CONCERN FOR ATTITUDES AND BEHAVIOR

SENSITIVITY TRAINING

Dr. Julian Roberts

One important aspect of teacher education that needs further study is the preparation of teachers for adequate handling of the phenomenon of change. The several aspects of teacher education that emphasize change in the curriculum, change in role perception of the teacher and of the learner, change in the notions of how instruction is truly individualized, have not effectively explored how newcomers to the profession may enter a world where these aforementioned changes may serve to threaten individuals, or even whole school systems.

In a suburban community on Long Island, a pilot project was initiated last year to explore the possibility of using sensitivity training to change the noted lack of ability of the several levels of the community to communicate with one another effectively. Four adult community members, the school superintendent, three teachers, and seven eleventh grade students engaged in a T-group experience. T-group is a process developed by the National Training Laboratories, a subsidiary of the NEA. It is defined by Benne and others as follows:

> A T-group is a relatively unstructured group in which individuals participate as learners. The data for learning are not outside these individuals or remote from their immediate experience within the T-group. The data are the transactions among members, their own behavior in the group, as they struggle to create a productive and viable organization, a miniature society; and as they work to stimulate and support one another's learning within that society. Each individual may learn about his own motives, feelings and strategies in dealing with other persons. He learns also of the reactions he produces in others as he interacts with them. From the confrontation of intentions and effects, he locates barriers to full and autonomous functioning in his relations with others. Out of these he develops new images of potentiality in himself and seeks help from others in converting potentialities into actualities.
>
> Each individual may learn also about groups in the processes of helping to build one. He may develop skills of membership and skills for changing and improving his social environment as well as himself. In the T-group, the objective is to mobilize group forces to support the growth of members as unique individuals simultaneously with their growth as collaborators. Influences among peers are paramount in this learning process. Members develop their own skills in giving and receiving help. They learn to help the trainer or teacher as he assists in the development of individual and group learnings.

The National Training Lab lists the following five factors as most important objectives of human relations sensitivity training:

Self-insight.

Better understanding of other persons and awareness of one's impact on them.

Better understanding of group processes and increased skill in achieving group effectiveness.

Increased recognition of the characteristics of larger social systems.

Greater awareness of the dynamics of change.

A training laboratory tries to create a climate encouraging learnings, understandings, insights, skills in the areas of self, group and organization.

An analysis of the process of T-group reveals its relationship to the total complex of the process of change. The rationale indicates that before change can take place effectively, people affected by such change must learn how to interact with each other so that greater productivity may result as the change takes effect. From this experience, a present research project was evolved and is now in operation. How can a classroom setting be changed so that interaction between the student and teacher, and student and student may give everyone an opportunity to provide maximum performance of all involved in the educational process?

Such a change necessitates new role concepts for both teacher and student. The teacher must move from a highly directive person and leader to one who becomes a more highly integrative leader, one who readily accepts statements of choice, differences of opinion, and suggestions for new ways of proceeding within the classroom setting. The student too must move from one who seeks to develop thinking patterns convergent with those of the teacher or those he feels are the pacesetters of his peer group to one who is not afraid to express divergent thinking. His role becomes more creative, less limited in response pattern, more original. He, too, must exhibit behavior that recognizes differences, and willingness to accept responsibility for suggesting new ways of proceeding.

Changes such as those suggested above may threaten both teachers and students. T-group training in self-awareness, in ability to listen to others, to see how others perceive you and how you rightly or wrongly have perceived others, is one possible way to handle the threats posed by change. Hilda Taba points out that the classroom climate to be developed must include: a) the capacity to identify with people from different backgrounds within the community, avoiding or overcoming stereotypes that hinder real understanding of and respect for others; b) the self-security that permits one to be comfortable in differing from others; c) the openmindedness that examines the opinions and ways of others with reasonable consideration and objectivity; d) the acceptance of changes that adjusts as a matter of course to new ways and events; e) the tolerance of uncertainty and ambiguity without anxiety; and f) the responsiveness to democratic and human values.

T-group should allow for a greater degree of achievement of these objectives. The very essence of sensitivity training calls for the development of personal attributes and abilities to cope with elements in the environment that are inhibiting the teaching-learning process.

What this paper is suggesting, then, is that further research in the nature and process of change is mandatory if climates that will promote change in the most positive and profitable sense are to be established in the school setting. Other techniques, such as Bellak's work on the language of the classroom, and Shapiro's use of ego therapy in the classroom, must be investigated if we mean to produce teachers who will be prepared to do more than perpetuate an educational system that has revealed its shortcomings.

Dr. Roberts is Professor of Education and director of the NDEA Institute at the Ferkauf Graduate School of Yeshiva University.

SENSITIVITY TRAINING

Discussant:

DR. FLORINE KATZ

Dr. Elliott Shapiro

SUMMARY Although the members of this panel possessed different styles and presented their contributions from different frames of reference, essential agreement was manifested even before the discussion period ensued. On the whole, the panelists indicated that sensitivity training would develop an openness to data and an ability to engage in a search for new hypotheses. It was generally recognized that a gap exists between affective and cognitive learning. All the discussants seem to agree that the question of "Who am I?" must be answered and that this answer should be dealt with in process. "Who am I?" therefore becomes a question that should be responded to in relationship to one's past, one's present, and one's future, to one's disappointments, successes, aspirations, talents, disabilities, and, very importantly, in relationship to one's impact on others, and the receptivity to the impact of others on oneself.

The discussion began with several questions. How do we teach children? Do we develop an aspect of our sensitivity training in the children? Should we help teachers raise questions related to various phases of sensitivity training? Does the teacher who is sensitivity trained serve as a teacher or a clinician? Does she recognize that when there is tension, learning is not facilitated? Questions were raised concerning the fact that although programs have changed, the change has been very gradual. The question was raised, also, whether there is so big a difference between teaching the disadvantaged and the advantaged. It was argued that all sensitivity training should be linked to the classroom, and it was further argued that when this occurs the person who has sensitivity training runs into difficulty with the establishment. The discussants argued that sensitivity training should be task oriented from the beginning. One of the panelists indicated the essential agreement with this but that he was concerned with the pressure of large group instruction. Another panelist indicated that the size of the group would be a non-essential ingredient but then came back to the question of the establishment and how does one effectively change the setting. One of the panelists indicated with some pleasure that a school superintendent encouraged the program and implied that the concern in respect to establishment is too greatly stressed. It was urged, also, that it is necessary to develop a systems approach in order to have more time to include sensitivity training. Allied to this was a statement that sensitivity training could be integrated into all college courses but the panelists had differences of opinion on the advisability of this.

REACTION The essential agreement evidenced by the congress was quite encouraging. One wondered, however, whether the panelists were **presenting their data through too favorable a filter. The indications of basic change in outlook, attitude, and even in personality seemed to be too quickly attained.** Particularly is this so if one compares these changes with the very slowly attained results of psychotherapeutic procedures. It may perhaps be argued that these changes occur in specific areas of concern and that, therefore, less time is required than that ordinarily given to psychotherapy. While this possibility exists, **some doubt may be expressed that results in basic attitudes can be lasting if the sensitivity training is not pervasive in nature.** If this is so, then sensitivity training should be both an intensive and a prolonged process. The presentations of the panelists failed to meet both of these criteria although each panelist indicated acceptance of one or the other. The panelists agreed on the necessity for continuing support and perhaps this in-service-like support could serve as a necessary crutch for a failing skill. Certainly **the time element involved in sensitivity training should continue to be considered and reconsidered.**

The panelists, discussants, and members of the audience seemed generally aware of the possibility that **sensitivity training may lead to difficulties with the various establishments.** Means for coping with these difficulties were not explored. **Unless coping techniques are developed as an extension of sensitivity training many young teachers will find themselves in precarious positions.** Even the students of these young teachers will discover that they have been encouraged to involve themselves beyond a fashionable level of commitment and, if their teachers draw back because of the establishment disapproval, this disappointment will be traumatic. **The question also arises whether the sensitivity trainers do not work out of their own establishments, and that they, too, are hampered by the fact that they have yet to develop techniques for coping with the establishments that are their employers.** Unless they do develop these techniques, the work that they are doing can effect no real change.

CONCERN FOR PEOPLE

TEACHING ETHNIC GROUPS INDIANS AND MEXICAN-AMERICANS

Dr. Vera P. John

The experience of living in poverty, removed from the modern, streamlined communities of mid-twentieth century America, is shared by most Indian and Mexican-American children. The rate of unemployment and job insecurity is high, as it is among all non-white groups in the United States. Thus, many have argued that the problems of school children raised in the homes of the non-white poor are similar. What these groups have in common is their relationship to the dominant society, a relationship that has been variously described in psychological, economic, and political terms. The similarities are greatest in the external relationships of these groups; once one attempts to discover the *internal* structure and organization of life among the Navajo or the Southwest Mexican, significant and pervasive differences emerge, particularly in comparison with Negroes and Puerto Ricans.

The significant fact about the American Indian and many Mexican-American groups is that they have lived on their lands prior to the ascendence of the "Anglo." Therefore, they were not propelled into the mainstream of American life as individuals, or small immigrant groups. Though social contact exists between individuals of the dominant and the minority communities, these groups evolved significant contacts as adjacent communities, tribes, or even nations.

The Indians and the Mexicans in the States have developed their culturally patterned existence before the industrialization of North America, a heritage of contemporary relevance. In discussing the frequency of extended families in these groups, or the deep religiosity of many Indians, knowledge of an agrarian and non-technological culture is necessary.

In a recent study of Mexican-Americans living in Tucson, Henderson found that the social life of the families he studied (who represent a considerable range) still consisted in visiting with their kin only, a pattern strongly at variance with the social life of Anglos in that city. The crucial importance of the grandmother in the life of the Navajo child is another of numerous examples illustrating a pattern of family life of greater similarity to peasant societies in Asia and Africa than to urban America.

The American Indian has been resistant to entering the mainstream of American life to a greater extent than any other group, including the Mexican. The manner in which cultural continuity is assured by America's red men varies considerably from region to region, and tribe to tribe. The Senecas of New York State, for instance, can easily pass for white, when dressed in their city clothes, while few of the Southwest Indians would 'pass.' Nevertheless, both groups have active tribal and religious lives scarcely understood by members of the dominant society.

What is the educational significance of the existence of low income communities, characterized by enduring and distinct cultures? Education and the acquisition of English by children raised in these communities has been the key feature of governmental policy for the past hundred years. Americanization, a term which rankles the first Americans, could be achieved, government officials and educators have argued, only if the common language of the country becomes the language of choice of all of its citizens.

Methods for accomplishing this aim have changed during the last 100 years; however, a basic belief, first developed in the 19th century, is still fundamental to educational policy with Indian and Mexican children: the sooner they learn the English language the better off they are going to be.

The language barrier is cited as a major obstacle in employment, in eligibility for technical and college education, for individuals raised in non-English speaking American communities. To equip them better for job security in a society where manual jobs are disappearing, the pressure for developing communication skills in English is rising.

Project Head Start is one recent example of an educational program, which among non-English speaking groups has, as its primary focus, the teaching of English to preschool children. These programs are staffed, on the whole, by teachers whose native language is English; consequently, the language of the classroom is English.

But the assumption that children who acquire and shift to English during their earliest years will be academically successful in contrast with those who learn English at a later age, is questioned. In a study I have recently completed, comparing story retelling performance of children of varied ethnic backgrounds, English speaking Navajo children frequently gave poorer performances than those who spoke only Navajo, even though the latter came from families with fewer material advantages.

An important finding was reported by Henderson, in a study mentioned earlier, when comparing two groups of six-year-old, Mexican-American children. The high-potential children in this study were characterized by higher language scores in English as well as in Spanish, than the low-potential children. The reciprocal relationship, so frequently posited between speaking mostly Spanish, and very little English, was not confirmed in his investigation. Research workers and educators are reporting observations that a high level of development of the child's native tongue is a good preparation for school success in English.

A new goal for Indian and Mexican children has been projected by several educators. The aim is the development of a bicultural and bilingual educational system. Such an approach is in its infancy. In the meantime, teachers in training can be helped to become more effective with non-white, non-English speaking children by understanding, first of all, how their own culture is a determinant of their behavior and influences their ability to cope with cultural variations. Survey courses in social sciences leave them, in most instances, fascinated intellectually, but otherwise unchanged. Generalizations are of little practical help in working with the linguistically and culturally *different* child. Glib catchphrases are of no help at all. Programmatic innovations in *teacher education* are needed. The failure in educating the non-exceptional low-income child is just one of many indications in this regard. Recommendations aimed at improving teacher preparation in working with disadvantaged children, who are culturally *different*, have been made by many. Without comprehensive and joint planning on the part of educators, behavioral scientists, the articulate representatives of the Indian and Mexican communities, and the children, new approaches, however well-intentioned, are bound to fail.

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CONCERN FOR PEOPLE

TEACHING ETHNIC GROUPS MIGRATORY WORKERS

Dr. Gloria Mattera

Last summer a teacher in a Head Start program had an unusual honor bestowed upon her by a five-year-old. He invited her to a Friday night rumble because, as he put it, "When I have my own gang I want you to be in it—so, you'd better come on Friday to see what we do!" The teacher explained that she—"Ummm—errr—" had another engagement. Understandably, the neophyte rumbler was quite upset about her not accepting his invitation!

I am not advocating our mass attendance at rumbles, but this anecdote reflects the basic reason for this conference on the disadvantaged. We, who pay lip service to "Let each become all he is capable of being", do not empathize enough with these children to know where to start with them in school so that a sequence of steps toward effective citizenship can be initiated.

If middle class teachers are to work successfully with culturally different children, they must have certain basic information on and teaching experience in these children's areas of greatest need, namely: self-concept improvement, language and vocabulary development, skills development, enrichment experiences.

A teacher education program—utilizing lectures, field trips, instructional materials, observation of and experiences with children and direct contact with their environment—can provide the basic teaching skills for each area.

Self-Concept Improvement

Children who are not wanted, not talked to, and then discriminated against in their contacts with the mainstream of society grow up with a poverty of the spirit that does not nurture the desire to learn. If teachers are to acknowledge this fact, they need sociological, historical, and economic background information about the culture, presented by knowledgeable representatives of national, state and local public and private sources, as well as by members of the culture.

A second need is direct contact with the environment. Last year's Geneseo Migrant Workshop participants spent a day visiting a farm and migrant camp and another helping recruit children for summer schools. This year's participants will work with migrants in the field and live, briefly, in the camps.

Lastly, now that teachers have some cognitive and affective bases for understanding these children, they can learn about ways of improving the self-concept, like taking pictures of the children for use on bulletin boards, having them write or dictate stories, accepting them, etc.

Language and Vocabulary Development

Often, these children have their own language patterns, e.g. "Ah is Henry" for "I am Henry". Teachers can be educated to understand the importance of this language pattern to the child's security and to build upon it (not criticize it) by utilizing activities like language pattern games and mock television programs, thus developing language patterns for communication outside their culture. The children still return home and say "*Ah is* Henry", but will use the more generally accepted "*I am* Henry" when the social situation requires it.

Vocabulary or concept development techniques must be demonstrated, for many teachers tend to assume that these children understand the meaning of words like *house, bathroom, lawn,* etc. One teacher, who showed migrant children a picture of a lawn rake, found that they politely registered blank expressions. It is indeed unlikely that they had ever seen or used a lawn rake in the lawnless camp environment. If vocabulary is to have meaning, teachers must provide real experiences (see, touch, use) for visualizing what the words represent.

Conversely, teachers must understand the children's vocabulary. Hiptionaries (word-equivalent charts) developed by children and teacher are excellent for helping the teacher "dig" the language and for expanding the children's vocabulary.

Skill Development

The children's pattern of failure caused by lack of successful skill development in reading, writing and arithmetic makes it imperative for teachers to be able to ascertain where children are in these skills and to guide them step by step. Utilization of games and of content in skills which is adapted to the children's world make learning meaningful and fun.

In reading, short walks followed by discussions provide excellent source material for experience charts that children want to read because the material is about them instead of colorless fictitious characters in readers. Solving and making up problems in arithmetic about experiences they are likely to have (baking, constructing) make infinitely more sense than meaningless repetition of examples like "2 plus 2".

Enrichment Experiences

Often, these children have not had experiences we take for granted, like visiting the supermarket or bank. Helping teachers select such experiences and then discussing educationally sound procedures for incorporating them in the school program will help assure maximum benefit from them.

* * *

The goals of the teacher education program for the four areas just described can be best achieved if the following experiences are an integral part of the program.

Observation of use of recommended procedures.
Utilization of these procedures with children under the guidance of consultants (art, music, reading, etc.)
Examination and use (or adaptation for use) of the latest instructional materials.

This brief look at an education program for teachers of culturally different children focuses on what will most effectively equip the teachers with essential background information, methods and materials. In addition, tape recording all lectures and then making tapescripts of them is an invaluable aid to the teachers who then can have a handy reference when they need it. Also, these tapescripts can serve as instructional materials for future teacher education programs.

Lastly, no program is complete without evaluation by the participants and directors. Throughout, there must be adjustment to suit the group of teachers attending. Subsequently, when the teachers are in their communities working with the children, evaluative visits should be made by the directors and periodic evaluations written by the teachers. These evaluations should be carefully studied so that future teacher education programs can be improved and, consequently, so that culturally different children can be better served.

Dr. Mattera is Professor of Education and director of the Workshop for Teachers of Migrant Children at SUC Geneseo.

CONCERN FOR PEOPLE

TEACHING ETHNIC GROUPS
NEGROES

Mrs. Marcella Williams

Teacher education programs traditionally have been concerned with the preparation of teachers to teach children. Only very recently have they begun to prepare teachers to work with disadvantaged children. With this new emphasis, teacher education institutions must focus on different concerns, explore a variety of teaching-learning strategies and help initiate and promote new directions in teacher education.

The prime goal of teacher preparation programs is developing able and effective teachers of children—not just developing teachers to teach Negro children, Indian children, Appalachian white children or Puerto Rican children. While specific knowledge of a subculture is vital to success in teaching children of the subculture, general attitudes toward understanding any subculture are prerequisite.

Among crucial concerns are: 1. training auxiliary personnel; 2. development of special competencies through internships, field experiences and student teaching; 3. development of diagnostic skills and principles; 4. development of techniques which help produce positive self concepts. This paper will elaborate on 3 and 4.

Diagnostic Skills and Principles for Differentiated Education

Among causes of inappropriate teaching strategies are poor selection of content and materials, inadequate approaches, poor teaching-learning atmosphere and lack of systematic and continuing diagnosis of learning needs. Effective teachers build curriculum and instructional materials on analysis of data gathered from and about their charges. Teachers learn to diagnose by diagnosing. During student teaching, prospective teachers can be required to observe children in a specific teaching-learning situation. They can then apply to that real situation what they have learned in their education courses by selecting activities, experiences and materials for the problems diagnosed.

Theoretical course work hopefully helps them to understand learning needs of children, environmental conditions from which they come, social problems they have as a result of traumatic social experiences, exposure and other negative influences.

How do teachers begin diagnostic inquiry? Open-ended questions are often used to tap ideas, concepts and feelings students may have on problems. They provide an unstructured stimulus that will not cue the students to an expected response. Student responses can be secured by speaking into a tape recorder, written composition, or through class discussion and socio-drama or through an interview with the child or his parent.

Assessment of the pupils' background of experiences, the way they feel about school and themselves, the values they hold and their unmet needs which impinge upon learning, are all part of the gestalt of diagnosis. Diagnosis becomes part of every teaching act and a basis for planning the next differentiated learning experience. Daily diagnosis and feedback are needed to help teachers reared in one subculture to develop strategies with children in another subculture.

How can comprehensive and individual diagnosis be conducted when a teacher has 25 or 30 children with whom to work? One answer may be the efficacious employment of non-professionals who will free the teacher to do more diagnosing and developing of strategies.

Development of Positive Self-Concepts

Some disadvantaged Negro children reflect severely damaged self-images. The full restoration of positive self-images remains the Achilles heel of the teaching profession today. Only recently has the importance of ego development in the education of *all* children become recognized. The importance of this to the educationally disadvantaged is greater because there seems to be a larger proportion of seriously damaged self-concepts among this group. Ideas of self among the disadvantaged group seem to focus on four main themes, the first of which is failure. The children's strongest feeling of failure centers around school, the testing ground in which all children attempt to find a degree of adequacy. It is possible for a child in elementary school to discover that he *can* learn, that he can enjoy learning. Unfortunately, many children in inner city schools discover that they cannot learn, and if they become convinced that this is true, it will become a fact.

The second theme is alienation from people. Many educationally disadvantaged children are aware not only that their parents are failures, but that they are burdens on their parents and are frequently not wanted. This concept may result from inferences on the part of the child, but many times parents will express the idea by words. Alienation by their own age mates, especially rejection by their more privileged peers, is just as devastating.

A third theme is that the unsuccessful student usually sees himself as a victim in many life situations, seldom getting the chance he deserves. These themes, feelings of failure, victimization and alienation, frequently lead to a fourth theme, hopelessness, that there is nothing worth preparing for.

How can teachers help students build positive self-concepts? They can learn to provide opportunities for pupils to participate jointly and equally with the teacher in making important decisions. Teachers can provide opportunities for students to learn from experimentation and from one another rather than directly from the teacher.

Organize curriculum around manipulative experiences with which pupils can have success. Success will partially depend on the teacher's knowledge of the pupil's ability level. Finally, an atmosphere which is not hostile or threatening, but which is stimulating, fair and purposeful should be provided.

Some Recommendations for Implementation of These Concerns

Aside from the changes in content suggested in the aforementioned discussion, some innovations in the total structure of teacher education programs seems to be indicated. One of these might be a teacher internship program. The idea of an internship program is a current one and has been presented in different ways by various teacher educator institutions in the metropolitan area.

The foregoing, then, are two of the critical concerns which ought to receive immediate attention by institutions committed to the preparation of teachers. With adequate techniques in diagnostic skills and principles, the teacher should be able to execute the concepts of differentiated education and achieve a new dimension of relationship with her pupils. In the process of helping children to develop positive self-concepts, the teacher must first understand himself as a person. If he does understand himself, the dual process of strengthening his own ego as well as the child's ego will be accomplished. With this arsenal of strategies and techniques available, hopefully the teacher can help individuals and groups work and grow to the highest levels of their innate abilities.

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CONCERN FOR PEOPLE

TEACHING ETHNIC GROUPS PUERTO RICANS

Reverend Joseph P. Fitzpatrick, S. J.

Education is an American institution. It "makes sense" within the framework of American life. To people who do not share that way of life, our educational style may be puzzling, bewildering, sometimes offensive. To make our education more effective, "better," we need insight into the background from which the Puerto Rican comes, to understand more clearly "what things mean to him" so that we may explain to him more clearly "what things mean to us." This may throw light on the way they react to the education we are so anxious to provide for them. Knowing their culture we may be able to offer educational services in such a way that Puerto Ricans will accept the gift, with respect for the giver.

What gives life the "sense it has" to a Puerto Rican is different from what gives life the "sense it has." for us. He knows the simple joys of the human family, the birth of a son, the baptism, the respect of children, the sense of being a man or woman within the framework of roles that he has learned from father or grandfather, of providing for a wife, of caring for the elderly, of bringing his daughter as a virgin to marriage. He knows the troubles of the human family. He is familiar with them on the Island; he feels them more sharply when he moves to New York. He has learned from folklore, not from books or teachers, how to relish the joys and cope with the troubles of existence with dignity. He has learned to face trouble with a sense of God's providence. "If God wills it," is as common a phrase on Puerto Rican lips as is the phrase on American lips: "Someone ought to do something about it."

In the presence of joy or trouble the Puerto Rican is keenly conscious of one all pervading resource: his family. The brother, the cousin, the *compadre*, the parish priest, the storekeeper make the difference between pain or pleasure, between death or life. The hopes and crises of human life have led the Puerto Rican to weave around himself the protecting net of human loyalties of people who will always "be there." In knowing what to do, on whom one can count, a man enjoys prestige and respect. He is one on whom people can depend. For a child to become a man or woman, it means responding to these traditional values. Personal relationships are central to the lives of Puerto Ricans. They distrust systems; organizations are mysterious; but they feel confident and at home with the *compadre*.

We teach him differently, to develop himself, to aspire to advancement in American life, to compete—even against friend and relative—to "get ahead". To the Puerto Rican, this can introduce confusion and bewilderment, can frighten and repel. Any attempt, therefore, to provide educational services, to open the way to our way of life, will be in danger of serious difficulty, if it does not take account of this pattern of personal relationships.

The stability of this traditional family does not depend on "togetherness" in an American sense, but on clear understanding of roles, of expectations. By doing what is expected of a man, a woman, a son, a daughter, the Puerto Rican enjoys the satisfaction of being a *good* man, a *good* wife, a *good* child. The key to this stability is a virtue that Puerto Ricans call *respeto*. The English word "respect" does not really catch the meaning. *Respeto* means understanding what is expected of me as a husband, wife, or child; in carrying out obligations in the complicated network of personal loyalties described above. Husband provides support and authority because he has respeto; wife is faithful and properly submissive; child is dutiful and obedient. When this fails, family conflict and possibly disorganization are on the way.

The Puerto Rican child comes to us in the presence of a massive change of roles; he comes from a system where *respeto* is a basis for personal honor and prestige, into a system which not only disregards it but actually challenges it. Self-reliance, competitiveness, aggressiveness are the keys to success in American life. This problem of cultural transition is not new to Puerto Ricans. It is a familiar problem to the immigrant people who came before them. But it strikes the Puerto Rican when the patterns of assimilation through occupation are shifting rapidly; when organized activities, public and private, are inescapable; when educational preparation is crucial to survival. How to enable the Puerto Ricans to maintain their social stability while they pass through the process of assimilation is a problem which taxes their resourcefulness as well as ours.

The Puerto Rican child faces the complicating problem of race and color in a way no other newcomers, even Negroes, have had to face it. The Puerto Rican has been aware of people of every variety of color from completely white to completely Negro. In ordinary social relations he never averted to a person's color. If a man were upper class, the Puerto Rican expected that he would be "white" although some of the "white" people in the upper class were darker than people who were not called white. If a man were poor, he might be any color. At social gatherings, around the neighborhood, people of all different shades mingled together, took each other for granted, married and had children of noticeably different color. Discrimination on the basis of color, as it prevails on the mainland, is something the Puerto Rican would not understand. As classes begin to shift in Puerto Rico, the Puerto Ricans face the problem of redefining what color means. Will it continue to mean nothing; or will they slip into an American pattern of discrimination?

In any event, when they come to the mainland, they become immediately aware of a problem of color as they have never known it. They arrive when the civil rights movement is at its height, creating a conflict about integration centered in the school which the Puerto Rican does not understand; and imposing pressures for participation which leave him bewildered.

In the presence of these human experiences, if we can learn what our way of life means to the Puerto Ricans, we may be able to help them become part of it more smoothly and more peacefully.

Reverend Fitzpatrick is Professor of Sociology at Fordham University.

CONCERN FOR PEOPLE

TEACHING ETHNIC GROUPS PUERTO RICANS

Sister Francis Maureen, O.P., Ph.D.

From our day-by-day contact with Puerto Ricans in their home environment has emerged a picture which may prove helpful. In sharing our knowledge with you, we shall simply and sincerely describe Puerto Rico and its inhabitants as we have observed them.

To describe a people by categorizing their strengths and their weaknesses seems to me to lack objectivity. Who can say for example that sensitivity to others' feelings is a weakness or a strength? And yet, this is an important Puerto Rican characteristic which can be misunderstood. Puerto Ricans are highly perceptive of the harmony between one's words and deeds. No words can convince them of sincere interest in them and love for them if actions prove otherwise. The slightest air of superiority is fatal.

This sensitivity is manifested in their use of the word "simpático." If identified by Puerto Ricans as "simpático" a person has won a stamp of approval. Such a person has shown more than empathy, rapport, etc. He has manifested the true meaning of the word "sympathetic": a feeling with and for others. "Una maestra simpática—a sympathetic teacher" will gain the spontaneous and simple devotion of her Puerto Rican pupils.

This type of teacher will truly appreciate the Puerto Rican awareness of their rich Hispanic culture and will strive to deepen it.

Those who work with Puerto Ricans and who have noted their quick acquiescence to any request may not see in this what it is: an unwillingness to hurt. "Sí, sí—yes, yes" or "Cómo no—why not" sound like very gracious expressions until they begin to lose some of their power. Waiting in vain for fulfillment may be aggravating.

Seeing in this habit of conduct an expression of innate courtesy, the teacher who truly understands the Puerto Ricans will not be so quick to condemn. On the contrary, she will try to channel the quixotic Puerto Ricans into the world of realism.

The efficient American may find it difficult at times to understand the seeming lackadaisical attitude of the Puerto Ricans. Before attributing the little consciousness of time and the indifference to appointments to laziness, the teacher will be more effective if she understands the basic reason for this so-called "mañana spirit."

Living in Puerto Rico, with no need to plan for winter fuel or clothing, has led Puerto Ricans to be perfectly satisfied with days and events as they come. Tropical climate requires an approach to living that quick Northerners may not comprehend. It is almost a method of self-preservation.

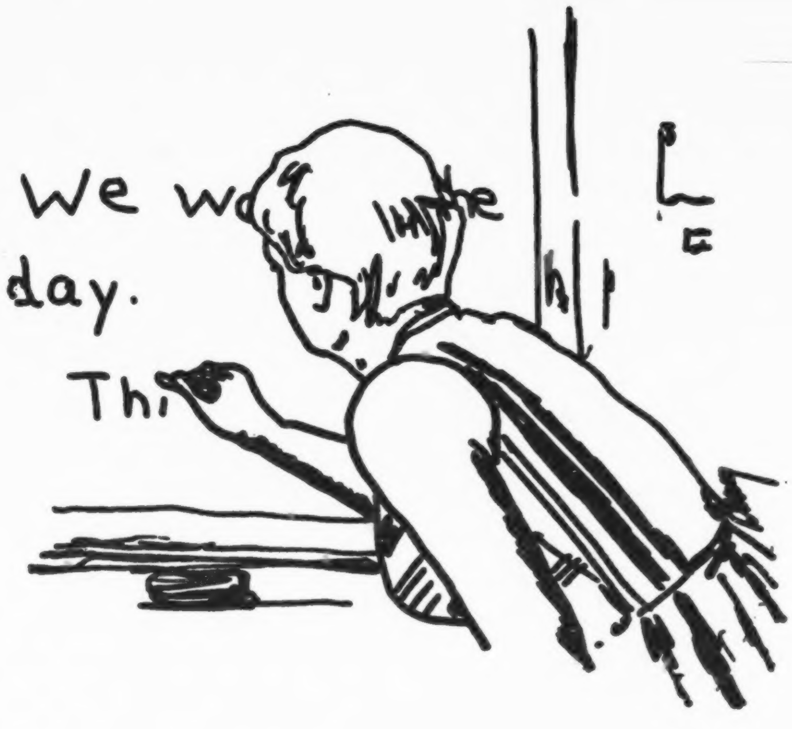
Puerto Ricans are extroverts, lively, happy, and self-assured. They are quick to laugh and sing. As pupils they are active. These are highly desirable characteristics. But here in the States these same children are soon put on the defensive. Even the English they first learn is of this street, defensive type.

The sensitivity and closeness of the Puerto Rican children is noticed in the classroom when a newcomer is among them. When the teacher gives instructions the "veteran" quickly translates lest the newly-arrived be at a loss.

It is impossible to tell all there could be and should be said in a paper of this limited size. Many questions will remain unanswered.

Even if the questions were available this would be easy. What is *not* easy is to instill in teachers and social workers a love for the people which stems from understanding. Only a person with love in her heart will really be able to educate Puerto Rican children.

A final word to those who work with Puerto Rican children. It is of prime importance to consider more carefully than usual the individuality and personality of each student. The distinctive note of nationality must not be uppermost in the teacher's mind. Rather, it is his humanity that merits first consideration. It is imperative that the teacher believe firmly and practice sincerely the first proposition of the American preamble: All men are created equal.



Sister Francis Maureen is Professor of Education and Academic Dean at Molloy Catholic College for Women.

TEACHING ETHNIC GROUPS

Discussants:

Dr. Leo J. Alilunas

Dr. Richard Trent

Dr. George E. Blair

SUMMARY Our panel did not make very astute analysis of the problem of mis-education and non-education of disadvantaged students, nor did they offer specific recommendations which would significantly ameliorate the educational problem which they attempted to describe. Presentations by the panel members and the general discussion that followed, were basically commentaries on the obvious, stated in very shallow and superficial contexts.

It should be noted that confusion, a shortage of empirical data, and a recently developed enthusiasm for practical ideas were characteristic in the discussions of our knowledge of the education of *Americans* who are classified as "disadvantaged." There seemed to be no solid agreement about the identity of the students for whom education is not working. Such students were variously called "culturally deprived," "disadvantaged," "underprivileged," etc. All categories, however, included a disproportionate number of Negroes, Indians, and Puerto Ricans.

Educational gimmicks such as "extra support" classes, "tender loving care," and "substitute mothers and fathers," will not suffice, nor are they adequate substitutes for quality integrated teaching and quality integrated learning.

REACTION American educators do know how properly to educate all children, even children of the non-vocal economically "disadvantaged." Do American educators have the inclination and resources to do this worthy educational task? Political, social and economic considerations dictate to educators in power positions that Americans classified as "disadvantaged" should be kept uneducated, disenfranchised, and non-competitive. Scholars such as John Coleman, Kenneth Clark and others have meticulously documented the situation.

We must replace the "social worker" and "do-gooder" concepts which have permeated the establishment and not lend support to the incompetent educational prophets of status quo, despair and doom. The American education system is amenable to, and indeed desires, change, and it is up to its educators to make changes.

The concept of education which this writer advocates is composed of generous portions of competence, responsibility and compassion.

American educators must utilize their competencies to educate properly all of the children of all of the people for efficient and effective life in the greatest democratic country in the history of the world. They must make tough decisions and be willing to accept the consequences of their decisions and acts. Finally, but fundamentally, educators must have compassion for all human beings that is comparable to their competence and sense of responsibility.

In summary, the writer issues this open challenge to each reader and thinker. Join the army for institutionalizing positive educational change in order that the "Great Intellectual War" can be rapidly and successfully won, and the "Great Society" achieved. Lone warriors are doomed to defeat; only together can we win a war we cannot afford to lose or compromise.

CONCERN FOR PEOPLE

SELECTING STUDENTS

Mrs. Lodema Burrows

A basic concern for persons selecting candidates for admission to programs designed to prepare teachers of disadvantaged children and youth would be a carefully formulated concept of what a good teacher is. Teaching is not a series of prescribed acts to be measured in terms of frequency of occurrence or omission. Barbara Biber of Bank Street College of Education suggests that good teaching is the nexus of relationships taking shape from the way general goals and ideals are adapted to the particularity of given situations. Good teaching, then becomes a series of balances adapted to varying conditions. A good teacher is one who can affect balances in relation to the varying needs of children.

What Should We Assess?

A candidate should be a person who can perceive and accept children as they are; can relate to children; can understand them psychologically; can work out an approach to the socialization of children; can develop an approach to learning which is relevant; can be a model of adult authority; and can internalize a subjective reaction to teaching.

It is generally agreed that both knowledge and understanding of life styles and social conditions of disadvantaged children are necessary for a teacher to reach and teach such children. The candidate, then, could be studied, through a variety of instruments and techniques, to determine his range of acceptance of persons dissimilar to himself, the kinds of child behavior he tends to accept and reject, the degree to which he differentiates, the bases upon which he differentiates, and the extent to which acceptance is conditional or temporary.

One can ascertain his degree of empathetic sensitivity to child-levels of feeling, emotion, or conflict; his awareness of the child-levels of thinking, capacity, or impulse; his spontaneous reaction to children; his degree of ease; his modes of communication; and his levels of connectedness, as these factors relate to children who may be different from him in life style.

It would be important to assess the context in which the candidate sees behavior; his cultural conditioning; the social class influences which he brings with him; his motivational basis; the degree to which he stereotypes children or labels behavior; his conception of the socialization process; his values and goals; his ability to provide for response to individuality.

What is his concept and quality of the authority figure role? His subjective relationship to teaching is shown through his description of the ideal teacher-figure. We can ascertain his motivation for teaching, his degree of ego involvement, his satisfaction-dissatisfaction with teaching experiences, his concept of his role as a teacher *vis-à-vis* his relationship with his parents.

Techniques for eliciting responses should be varied. At Bank Street College of Education the admissions protocol involves two interviews, a projective instrument, a personal essay, an admissions application, reference letters, and a transcript. From such a complex process candidates who show promise of successful work with disadvantaged children can be tentatively identified.

The initial interview is exploratory, both on the part of the candidate and on the part of the college. The interviewer answers questions the candidate has about the program, drawing inferences from the kinds of questions asked. Questions about experiences with children in teaching and/or working situations are revealing of the candidate's attitudes about children.

The Peace Corps Syndrome

Such interviews have indicated that there may be a phenomenon which has been given the name "Peace Corps Syndrome." This syndrome is characterized by a recognition on the part of the candidate of a need for teachers to work in ghetto schools, a commitment on the part of the candidate to use a portion of his life in the service of others, and a conviction that the inequalities which exist in the national culture can be changed most quickly through improving the education of disadvantaged children. No studies have been conducted to determine the relationship between those candidates exhibiting the Peace Corps Syndrome and the quality of the teaching which they ultimately do.

The second interview probes into the psychological and sociological make-up of the candidate; relationships to parents and siblings, to teachers and peers, to the larger society; motivation for teaching, attitudes toward authority, responsibility, and ability to assume a professional role.

A group interview may also be utilized. A number of candidates meet with faculty to discuss training to work in disadvantaged schools. The group situation gives the applicants a chance to be viewed in group interaction providing a setting in which candidates can demonstrate awareness of group dynamics, response to other persons, and response to semi-stress situations.

The Cartoon Situations Test

The college also employs a semi-structured technique for assessing aspects of personality pertinent to the teaching process. This is called the Cartoon Situations Test, an instrument designed to predict behavior in one area—the teaching of young and elementary school children. The applicant's responses to a series of cartoon situations are organized around four major topics: his conceptual background; probable quality of his relationships with children and with adults; concept and probable enactment of the authority role; and personal qualities.

The fourth technique—the personal essay—provides a subjective tool for exploration of the candidate's likelihood of success in working with disadvantaged children. His system of values, degree of flexibility-rigidity, and personal insight suggest the appropriateness of his understanding such work.

While no absolute criteria exist for the selection of candidates to work with disadvantaged children there are certain indications of probable success. Each criterion must be considered as a range within which good teaching can fall. The candidate who tends towards openness, receptivity, intellectual curiosity, empathy, on the appropriate ranges would have a higher index of probable success than a candidate who exhibited tendencies toward the ends of the continuum. No one candidate is likely to combine all the desirable characteristics. It is probable that *all* the desirable characteristics have not yet been identified. The person responsible for selecting students has to rely not only on interviews and instruments available, but on his finely tuned intuition to help him discover those students who show most promise for becoming effective teachers of disadvantaged children.

Mrs. Burrows is an advisor and research associate at Bank Street College of Education.

CONCERN FOR PEOPLE

SELECTING STUDENTS

Mr. Robert Lesniak

The title "teacher" carries with it a variety of role expectations that is often overwhelming to the new teacher graduate. She was able to verbalize very well what was expected of her and she seemed to maintain that children need more teacher support in the classroom. In the classroom, however, she is unable to translate her verbalization into practice.

The wide range of role expectations also presents a problem to those of us who must develop the criteria for selection of teachers. What qualities are most important and how do we identify these qualities.

Also, do all pre-service teachers require the same types of experiences which most of us seem to assume that they do. Witness the course requirements and state certification requirements. The practice seems to contradict our own advice to teachers.

The problems suggest that we go beyond the interview or attitude measure which most of us use and develop a procedure for selection of candidates which is more closely related to the teaching role.

Such an instrument might not only help us evaluate the candidate, but it might also help the candidate make a decision before she completes most of her course requirements, experiences student teaching and decides it is not for her.

The agreement for criteria to set up such an instrument should not be too difficult. Most principals and superintendents are asking for teachers who are able to control large classrooms of children, be sensitive to their needs and translate the curriculum into changed pupil behavior.

In the Syracuse Urban Teacher Preparation Program, directed by Dr. Ernest J. Milner, we have attempted to solve the assessment problem through the use of a modified interview in which the intern is asked, "What is the most embarrassing incident you can remember about yourself?", and two tasks developed by Dr. David Hunt, Dr. Bruce Joyce and Mr. Gerald Weinstein.

In the communication task the candidate attempts to teach a lesson which he has prepared about the federal government's systems of checks and balances of power. The student is George Lopez, a 30 year old Venezuelan immigrant of below average intelligence, who is employed as a waiter. "Checks and balances" happen to be the next topic in his citizenship class.

The role player and an observer rate the candidate's performance in terms of strength and sensitivity which will be explained later.

The classroom control task more closely resembles a teaching situation and consequently carries more weight in decision making about a candidate's assessment.

In it the candidate meets a sixth grade class, role played and rated by three staff members and two observers. Her instructions are to: (1) acquaint the class with you; (2) define clearly the limitations of the classroom in terms of behavior; (3) give an overview of what you hope to accomplish.

The strength factors sought are an ability to initiate structure through the arrangement of elements of subject matter, classroom routines and individuals. The ability to remain consistent in statements and behaviors, the ability to organize ideas in a sequential process and the ability to maintain self control during an exchange of obscenity between two pupils.

The sensitivity factors sought are an ability to seek and utilize pupil feedback, the exhibition of empathy and commendation as forms of pupil support, the use of language, which is neither above nor below the pupil frame of reference, and an overall attitude impression of warmth.

The rating sheets are constructed on a fifteen point scale for each item in such a way that composite scores may be obtained in one of four groupings. A candidate may be evaluated as: (1) strong-sensitive, (2) strong-insensitive, (3) weak-sensitive and (4) weak-insensitive. The strong-sensitive group is the most successful in the classroom and the weak-insensitive is the least successful.

From two samplings of 125 candidates each, eight strong-sensitives were identified in sample one and eleven in sample two. In our selection we then go to the highest ratings of the strong-insensitive and weak-sensitive groups.

It is at this point that the assessment procedure now becomes a diagnostic instrument. We can focus on candidate weaknesses before she enters the classroom.

The system is not foolproof. We misgrouped seven out of twenty-one candidates the first year and three out of nineteen the second year. We determine errors in grouping by the candidates initial performance in the classroom.

In assessing both liberal arts graduates and graduates of teaching programs it is difficult to detect candidates with student teaching experience.

Most of our misgroupings have resulted in the strong-sensitive group. These people were later assessed as strong-insensitives.

The question of reliability seemed to be resolved when the second sample of candidates were asked to repeat the control task. Very insignificant differences were observed between the first session and the second session of the control task.

Early results of this task approach are satisfying and a larger sample will be collected in the coming year.

We feel that this task approximates teaching more closely than any interview or paper and pencil inventory.

Mr. Lesniak is associate director for instruction in the Urban Teacher Preparation Program at Syracuse University.

SELECTING STUDENTS

Discussants:

Miss Alyce Jean Kennedy

Dr. Gerald Leinwand

Mrs. Regina Barnes

SUMMARY The participators explored different methods employed in several universities for selecting teacher candidates; analyzed whether such techniques were applicable to all aspiring teachers or only to those interested in working with the disadvantaged; and investigated why there appeared to be a significant loss of retention in the ranks of neophyte teachers even after these careful selective procedures had been followed. Questions were raised which indicated that, in some minds, present methods were not very different from those utilized in the past, and that, even where different ones had been instituted, whether they produced a more effective group of teachers.

For example, dubiety was expressed concerning the subjective elements inherent in the interview method which might lead to the unwarranted elimination of candidates. Some members of the audience wondered orally what machinery had been provided for salvaging these presumptively undesirable applicants. Others raised the point that, in this period of teacher shortage for schools within the inner city, colleges should be less extravagant in the elimination of candidates who might appear weak in testing situations but who possessed enough motivation and commitment to compensate for their more apparent inadequacies. Obviously, enough doubt exists regarding the effectiveness of selective techniques to spur educational institutions towards continued research for more flexible, realistic and successful approaches to the serious problem of teacher selection and its correlate, retention.

Questions were raised concerning criteria established for successful candidates. It seemed to some members of the audience that these desired characteristics would apply to any good teacher whether he instructed rich or disadvantaged, white or Negro children. If one accepts the premise that all youngsters, regardless of class or color, are entitled to teachers who are understanding, stimulating, empathetic, intuitive, flexible, stable, out-going, self-disciplined, and knowledgeable, then how does one establish particular standards for instructors of a special group? It was felt that not enough analysis had been made of the distinguishing qualities needed for teachers of the disadvantaged, although the point was ultimately stressed that these instructors must possess *extra* qualities of durable patience, lack of anxiety, and greater adaptability to differences in cultural behavior patterns.

In response to the problem of teacher retention, which recurred throughout the discussion, it was suggested that new teachers should experience exposure to various types of children and be allowed to instruct those with whom they believed they could best function. This opportunity for choice was considered highly important, combined with realistic cooperation and generous support from master teachers and supervisors, in order to instill a positive attitude towards the profession in the first few years of classroom exposure. After such secure experience, it was felt that both retention and rotation would have greater chance of success.

There appeared, finally, no essential disagreement concerning the qualities desired in teacher candidates. But doubt remained concerning the best methods of obtaining these. Suggestions were repeated concerning the validity of personality tests, classroom tests, internships, subject examinations, supervisors' evaluations, on-going observations over a long period of time, etc. Unanimity was expressed concerning the need for constant exploration and innovation in the area of selection, for the vitality of the public school system undeniably rests upon the calibre of the teachers who will fill its classrooms.

REACTION Little was said concerning the ethnic composition of teachers within the inner city. **It is the belief of some educators and community groups that there exists a strong need for members of minority groups, who have achieved upward mobility, to be allowed flexible admission for service in these schools.** Their intimate knowledge of the problems which face disadvantaged youngsters is a strong asset in reaching such children—first on the emotional level, and secondly in the sensitive teaching-learning relationship. Moreover, it has been suggested that their presence would constitute a tacit assurance that opportunity exists in our society for all its citizens to aspire above their origins of poverty and discrimination. Recognition of this has led the New York City Board of Education, for example, to spread selection and recruitment activities throughout the country and to enable candidates, through such programs as Operation Reclaim, to pass its examinations for teachers. This illustrative method of selecting staff members will undoubtedly bring to slum schools individuals endowed with empathy, dedication and persuasion.

Another factor that may improve the choice of teachers for disadvantaged youngsters is **greater familiarity with classroom reality among university instructors of educators and examining personnel.** It has been proposed that all individuals involved in the improvement of inner city schools should, every few years, return to their classrooms in order to determine, through first-hand contact, the nature of existent problems and their possible remedies. According to Dr. Lierheimer, "despite extensive writing and research activities in the field of education for depressed areas, we still do not know how to make teachers behave towards children in ways that reflect the goals we have always had for education, e.g., dignity, justice, freedom." The empirical method of actual contact may expedite such knowledge and enable those who are responsible for the selection and training of young teachers to do so with greater resourcefulness. They would, in effect, qualify themselves as models as well as expositors.

Another method which is now in operation that might well lead towards improved selection of dedicated candidates is **the growing cooperation between universities and "adopted" public schools.** This developing collaboration is enabling student teachers to learn skills which can be applied almost immediately in classrooms under the supervision of both theoreticians and practitioners. It also provides invaluable insight into the nature of the children and the community in which they will ultimately serve. Starting in the junior year, such pragmatic internship may serve as a more valid appraisal of a candidate's ability and commitment than university testing.

All of us who are educators know that the quality of our schools depends largely upon the quality of the teachers standing in front of the classrooms. There must be **no method left unexplored to utilize every available channel through which knowledgeable and motivated personnel can be selected.**

CONCERN FOR PEOPLE

HUMAN RESOURCES
PUBLIC FIGURES

Dr. Nathan Kravetz

At Hunter College and its teacher education program, until recently, we have been more involved with public places than with public faces. Our students have visited public schools, at all levels—they have seen the variety of public agencies that deal with children and their families, from hospital centers to clinics for well-babies and for not-so-well drug addicts, to welfare agencies, and even to employment agencies. On occasion, the leading lights of these schools and agencies have spoken with students in our courses and in college clubs. This is hardly new or earth-shaking.

I'd like to recommend some guidelines for teacher education activities implicit in our own experiences with a National Teacher Corps at Hunter College.

Starting in July 1966, we embarked upon a major effort to prepare teachers for schools in the slum areas of this city. In these neighborhoods, National Teacher corpsmen have entered the schools to learn children, to learn the problems of living, and to learn to teach.

Coming with bachelors' degrees and some or no courses in education, some or no experience with children, and very little learning about slum life and the problems of poor Negro and Puerto Rican children, the corpsmen gathered on a campus in a junior high school in Harlem. Here they spent July and August, coming and going through the Harlem streets, eating in local restaurants, visiting welfare and social work agencies, and meeting their first public figures.

LISTEN TO THE VOICES

It was the view of the Hunter NTC staff that the people of the community have something to say to teachers, even in the "pre-stages" of their preparation. Harlem is a busy, seething, sometimes boiling area. It is *our* problem that we cannot always listen to it, that we cannot take the time or find the means to sort out its voices and to learn from them. Poor people have only a few voices, some of them inarticulate, some of them emotional and shrill. But they all have something to communicate.

Should teachers and other school officials listen carefully and try to understand what is said? Should they seek out the truth from the bias, the fact from the fiction, the pure from the impure? We thought that, at the very least, we must listen.

TEACH!

Claude Brown wrote *Manchild in the Promised Land*; he testified to a Congressional committee about his life as a child and a youth in the slums. At our seminar, he described his teachers, his schools, he pointed out their failings, and he said that they continue to fail. Teachers, he said, must learn to talk to these children. Subject matter competence is not enough. Talk and listen and be interested. And teach!

James Hicks was the editor of the *Amsterdam News* when he came to our seminar. He said things about teachers and researchers and advisory committees that may have caused many ears to burn. But he also said, "Now you just teach! Don't let anything stand in your way. Teach the children!"

INVOLVE THE PARENTS

Augustin Gonzales is the head of the Puerto Rican Family Institute. He described the background and present conditions of Puerto Ricans in New York. Of special interest to the corpsmen was his explanation of the shock our urban schools present to rural, non-English-speaking children and their parents. His suggestions concluded with, "Involve the parents, but don't expect too much of the fathers . . ."

Officers at the 32nd Precinct took on a new look for our students when they described the intensive work of their Human Relations Unit. The military formality of the operations at the precinct contrasted strangely with the men in plain clothes talking about their duties. They showed the detention cells, at the moment unoccupied except for corpsmen blinking at the flashbulbs of accompanying newsmen. Yes this was news, indeed, this use of public figures—and Hunter College corpsmen became public figures themselves on the TV newscasts that day. After seeing the ins-and-outs of police work at the station house, our students walked to 125th Street and spent another hour at the store-front Police Community Center. Here they were seriously impressed by police comments about their own frustrations, about the resistance in the community, and even about the lack of interest shown by school people in police department human relations work.

Later in the summer, community representatives spoke before our seminar. Names like Robert Washington, Helen Testamark, Babette Edwards, represented little fame then, but these parents warned about teachers and teaching, about the teaching profession not being a nine-to-three job, about their insistence that their children be seen as children and so taught. In a few weeks these people were to become public figures when they picketed PS 201, resisted police lines in the streets, and negotiated with the Board of Education.

Bayard Rustin spoke with his characteristic warmth and brilliant discourse. He lounged in his chair or stood at the blackboard as he told about Negro history in America. Corpsmen heard him depict the situation of the Negro today, and later they rated his being with them as a highlight of the summer program.

We had public figures. They were leaders in their communities, minority group men and women of stature among their peers. Some were Negroes, nationalists, Black Muslims, integrationists, and liberationists. Some were Puerto Ricans, seeking to be heard in the resounding clamor of the city's poverty.

For us they were public figures about whom we might have read, with descriptions of their demands, and scholarly dissertations about their origins and their directions. We were dealing with the problems of human beings who were all around us, and we tried to hear *them*.

TEACHERS HAVE TO CARE

We planned to talk with six drop-outs, to ask their opinions about teachers and schools. When the six appeared (3 boys and 3 girls), they turned out to be not drop-outs but stay-ins! But they told us just the same: teachers have to care, a good teacher should have respect for the students, should be strict, kind but firm, should be patient, not phony, and not lazy. When they were talked out, we gave them a round of applause. They had become public figures for us.

Dr. Kravetz is Associate Professor of Education and director of National Teacher Corps at CUNY Hunter College.

CONCERN FOR PEOPLE

HUMAN RESOURCES

BEHAVIORAL SCIENTISTS

Mr. Gerard Rosenfeld

I know it is arguable, but I believe that behavioral scientists, by performing to the best of their science, are likely to make their most notable contributions to causes they are most in sympathy with. That this ought to be so is not the purpose for my remarks in this paper. For myself, I believe that commitments are grounded in scholarship. Those who know truly the destructive nature of poverty, if they are at all sincere and representative of their disciplines, will be strongest in their desire that their science serve the poor. As this relates to the disadvantaged child, it is quite clear that teachers know the disadvantaged child better than others do, unless it is the poor themselves. I mean to say that teachers have a particular commitment to the disadvantaged child at least because they see him in the public arena; he is not hidden from them as he is from others more remote. This is, likewise, increasingly true of the behavioral scientist, who, in recent years, has made the disadvantaged child the focus of his educational research. Thus, teachers and scientists have a particular responsibility vis-à-vis the disadvantaged child; describing him accurately and involving themselves in causes in his behalf.

If one considers the many myths surrounding the disadvantaged child, one wonders where social science has been. A partial list of magical incantations follows:

> The disadvantaged child is non-verbal.
>
> He is unable to postpone immediate gratification for future reward.
>
> He is of low (innate) intelligence.
>
> Neither he nor his parent is interested in education.
>
> He is lazy and unclean (by choice).
>
> He can't learn because his father may be absent from the home.
>
> He is a person of little worth as he is and must "become" someone by being changed.
>
> He is "culturally different."
>
> He is victimized by a "culture of poverty" which precludes success.
>
> He belongs to an ethnic group having contributed little or nothing to human history.
>
> He is child-like (even in adulthood).
>
> He is contented to live in poverty.
>
> He has no sense of notions of time or space.
>
> He is more prejudiced than those who are prejudiced against him.
>
> His failure to achieve in school is his fault alone.

The list can, of course, be added to if we just include some personal, if trivial, biases each of us holds. The task of behavioral scientists, however, is to explode these myths with their science. The only generalization I find workable in anthropology is the one asserting that the disadvantaged child is that child for whom the normal anticipations in social attainment are denied; the child excluded from the prescribed institutional arrangements of dominant cultural existence. The reason this description is workable for me is that it focuses the problem in appropriate relief: if there are children excluded from fullest social participation in America, there must be those who willingly do the excluding. Isn't it this latter group on whom we ought to act? Should not the advantaged child, who, in the parental generation, tolerates poverty and disadvantage, be also a subject for our concern?

Cultures are certainly forged by adults, not children. America, in fact, was largely built by migrant adults. Thus, it follows that childhood is really a function of parental perceptions. Before the problems of our children can be solved, we—teachers, parents, social scientists—must meet the very formidable problems that pervade our personal and social lives. Children, as newcomers to our culture, survive only on the terms we set for their survival; and I suggest that education cannot be hallucinatory; it cannot represent the collective wisdom of people who live in individual ignorance. The "white" lies about black children (and yellow, brown, and red children, too) are to be publicly held up and destroyed. Truth, then, is the scientist's goal; not just truth in his science, but truth in those things he accepts as central in his personal life as well.

I must admit at this point that exhortation is not necessarily truth or science. If teaching and the practice of science are essentially moral choice, as I have suggested, morality must be an outgrowth of these. And, if I see a multiplicity of roles for the teacher, I ought to clarify my meaning. The teaching role of the teacher is only one among other roles. The teacher has a social role, a research role, an academic role, a political role, and a reform role. It is this last role that may be most instructive and most important. After all, who speaks for the child? The church? The military? Business? Government? . . . I suggest the teacher must speak for the child. This is only fair because, after all is said and done, it is always the child who speaks for the teacher; as they acquire the teachings of our culture, children become the collective representations of our society's educative agents.

The behavioral scientist's contribution is to aid the teacher toward educating our children. The need to popularize basic concepts about human behavior and culture is paramount. The false notions many hold about the child is a shocking circumstance. There is badly needed research in education. Indeed, the schools provide a ready outlet for significant research: controlled populations in controlled spatial and temporal settings. Certainly, thousands of school districts ought to, each year, contribute some pieces of significant research. The scientist, working alongside the educator, can make meaningful contributions toward this end. But his science must be grounded in truth, however unpopular. And James Russell Lowell reminds us:

> They are the slaves who fear to speak
> For the fallen and the weak. . . .
> They are the slaves who dare not be
> In the right with two or three.
>
> (from "Stanzas on Freedom")

Mr. Rosenfeld is Instructor of Anthropology and Education and assistant director of the NDEA Institute at Hofstra University.

CONCERN FOR PEOPLE

HUMAN RESOURCES
SOCIAL WORKERS

Sister Saint Dorothy, C.S.J.

The role of the social worker in a program for the disadvantaged is a vital and pivotal one. The success or failure of the entire program may depend upon him. The person who is interested, dedicated, involved, and personally concerned will be successful —even in a poorly organized program. If such a person be placed in a well-organized, coordinated structure, his impact should be immeasurable.

Based on the experience of *Operation Northwest*, a summer enrichment and remedial program held at Brentwood, New York, Summer 1966, the functions of the social worker may be telescoped into four specific areas; his relation to the overall program, his close relationship with administration, his availability and inter-action with teaching personnel, his concern, awareness, and interest in the children and their parents.

Relation of Social Worker to Overall Program

The orientation workshop should provide time for the social worker to explain his role in helping to attain the goals of the program. Only through close cooperation among social worker, administration, and teaching personnel can such objectives as better social and emotional climate for children, pleasant pupil-teacher relationship, harmonious parent-school relationship, and greater awareness of group responsibility for health, physical and mental, for each child, be accomplished.

During the initial visit to homes, the psychiatric social worker for *Operation Northwest* discovered that in many cases older brothers and sisters were interested in the program. This was reported to the director, who in turn conceived the idea of organizing these youngsters into "Future Teachers." These junior high school students became the "elite" of the program, acting as hosts and hostesses at parent orientation sessions, receiving remedial help themselves in reading and arithmetic, and assisting teachers of younger children.

The social worker organized teams among the teachers to assist him in conducting home visits. The daily program was structured in such a way that teachers were free during the Arts and Crafts period in the afternoon to make these visits.

The social worker interviewed and hired teacher-aides. People from the community serviced by *Operation Northwest* were referred by members of the Advisory Committee, a representative community group closely involved with the project. Six teacher-aides were hired—two Spanish women, two Negro women, and two Negro men.

Social Service Worker and Administration

For effective functioning, maximum communication with administration is a necessity. The willingness to listen, to rethink, and to restructure if necessary is important for the effectiveness of the overall program. Because of this exchange, we were able to accomplish the following:

restructure the daily schedule to allow greater flexibility for the needs of the children
organize teams of teachers to work closely with social worker
provide time for teachers to meet with and together plan an effective program.

Availability and Interaction with Teaching Personnel

An orientation program provided preparation for teams organized to visit homes. A *Family Study Form* was drawn up, explained, and presented to these teachers. Approximately fourteen homes were visited during the day.

During the program fifteen children were referred by teachers because of either behavior and/or learning problems. Eight cases did not present serious problems and eventually were handled through frequent consultations with their teachers. Seven other children presented more serious problems and in addition to consultation with teachers were seen regularly by the social worker.

Awareness and Interest in Children and Their Parents

Children referred to the social worker seemed to be acting out aggressively their feelings and frustrations. They seemed to lack any positive identification, had poor self-image, and seemed to be in need of much love, understanding, and acceptance. The social worker attempted to establish a relationship with these children, provide a source of positive identification for them, enhance their self-image, and support positive thinking and behavior patterns.

Home visits were made by social worker and teachers to explore and evaluate the situations of habitual truants. The community was surprised and pleased that the staff of *Operation Northwest* was so deeply interested in their children as to make these visits.

A family study of homes was made to obtain a profile of the community and to learn more about the families and their problems. Thirty-four of these studies were completed by the end of the summer.

Referrals were made to the Department of Public Welfare and to Catholic Charities. As a result, electricity was turned on for two families, Medicaid applications were filed for nine families, and food, clothing, and furniture were obtained for fifteen families. The Welfare Department consented to do extensive budget counseling with families in the area because mismanagement of funds seemed to be an important problem. The pastor of Saint Luke's Parish consented to do follow-up studies on those families after *Operation Northwest* terminated, and to visit families not touched during the summer.

Strengths and Weaknesses

Perhaps the greatest strengths were the close cooperation between the social worker and the individual teacher, involvement of teachers in home visits and family studies, inclusion of junior high school students as "Future Teachers", contact with children and parents during the year revealing to parents the genuine interest and concern of the entire staff of *Operation Northwest*.

The continual cry that the "case load was too heavy" was a prominent weakness. When one receives federal funds, one is limited by federal permission—a two day orientation period would have been more meaningful than the tightly packed one day program suggested by the Office of Economic Opportunity before final approval was given.

Proposals and Recommendations for Future Programs

Careful screening of the social worker. A realization and appreciation of his vital role encourage search for the "best".

Close association and consultation of the social worker with members of the psychology and sociology departments of the college from which many of the personnel will be drawn.

Utilization of the social worker to give lectures and conduct discussion periods for classes in the college. Thus, future teachers and/or assistant teachers should be better prepared for eventual participation in a program for underprivileged children.

Sister Saint Dorothy is Assistant Professor of Sociology at Brentwood College.

HUMAN RESOURCES

Discussant:

DR. DONALD L. COHEN

Dr. Jonah Margulis

SUMMARY The papers read at this session gave evidence that innovations have taken place in the preparation of teachers for disadvantaged children, yet the participants stated that much more could and should be done to better prepare teachers in target areas.

Dr. Kravetz noted, "if you want to work with the disadvantaged child, you must start with the premise that education is community based. You must reach from school to community to find what people are thinking about."

Dr. Fowler said, "teacher college staffs must bring the community leaders into the school to give us a perception of the problems of the disadvantaged child."

Mr. Rosenfeld indicated that, "we must help our teachers to move out and create an educational impact on the kids they are working with. Since some studies point out that the most independent variable in research on aspirational levels is the mother's background, social workers and teachers should intensify their work with mothers of disadvantaged children."

Dr. Kravetz reiterated that, "group pressures are so impressive that, for the teacher-to-be and classroom teacher to work effectively with the disadvantaged child, they should work in and with the community. Group influences are at work on the disadvantaged child at all times."

Chairman Kean's request to panel members to indicate the single element that is so essential that it should be included in every teacher education program failed to elicit agreement from the group. Some of the responses were as follows:

> "All programs should have their students experience contact with public figures, anthropologists, social scientists, etc., since many teachers have no contact with specialists in other disciplines."
>
> "Schools of education should be more concerned with who teaches the teachers."
>
> ". . . change from lecture format to action format." Participants were divided on question of courses in sociology and anthropology as requirements for certification.
>
> ". . . the more resources, the more forceful people we can get who are articulate, who will not replace the college teacher, but will supplement him, the better the teacher education program will be. Most college students are caste oriented and should have more prolonged association and interaction with ancillary human resources."
>
> "Before we can make a teacher a better teacher, we need revision of the organizational structure of the schools to make the structure efficient. The administrator needs the kind of help he cannot get; he needs someone who can run the school as far as the "nuts and bolts" are concerned and he should be the director of the learning process. Teacher education should begin in a program that is a work-study program from the very beginning with teachers going through phases of development until they finally reach the role of director of learning. Then they can diagnose a learning problem and prescribe the learning. Perhaps other people coming up the ladder can carry out the prescription. We should have an anthropologist, a social scientist, and a business man on the staff. . . . We need experts in media, experts in working with small groups, and all kinds of supportive services. Until we have these persons and services, we are not doing the job that we ought to be doing."

Chairman Kean in summary, stated that he believed that, in essence, the group had centered their discussion around a single element: That there should be included in every teacher education program, courses fundamental to the study of environmental factors influencing individuals.

REACTION Dr. Kravetz has presented a provocative paper on the rather vague notion of using "public figures" in the training of teachers of the disadvantaged. Utilization of persons outside the area of education and, especially, persons who live with the disadvantaged can be most fruitful when incorporated into training programs. In Buffalo, this has been done with mutual benefits in our teacher corps training and inservice programs. The latter always exposes trainees to parents of disadvantaged children. This experience, although sometimes threatening, almost always brings the teacher of the disadvantaged closer to establishing empathy with the children they are teaching.

Mr. Rosenfeld's paper was an unsatisfactory recitation of the virtues of behavioral science. The specific utilization of the behavior scientist in the training of teachers is ignored in this paper. It is obvious that the *findings* of the social sciences are essential to any training program. However, the *use* of social scientists could be a most important element in training programs designed for teachers of the disadvantaged. Direct participation would be an area to explore. Unfortunately, this paper does not offer a program specific enough for action.

Sister St. Dorothy offers some realistic suggestions on the use of social workers. This presentation had the virtue of being grounded on an actual program designed for the disadvantaged.

It is especially instructive to note that the social worker as the person in contact with home and school is frequently likely to notice conditions which, if properly evaluated, can become innovative features of a training program for example, the older siblings being recruited into a "Future Teachers" group in Sister St. Dorothy's program. The possibilities inherent in the social workers unique position in school systems are too often overlooked in planning and adaptation of training programs. The summary of suggestions at the end of this paper should prove to be a rich vein to mine for program development.

This session proved to be a valuable source of suggestions for the use of human resources frequently overlooked in training programs for teachers. It has been **our experience that such resources are more important factors in the training of teachers of the disadvantaged than other factors more closely related to classroom methodology.** One cautionary note is necessary here. **The most significant utilization of these human resources can only be brought about when the overall program is innovative and flexible. Training programs with these characteristics are in short supply at this time.**

CONCERN FOR PEOPLE

INVOLVING COMMUNITY AND PARENTS

Dr. Aaron Brown

In my remarks I shall deal in broad guidelines in the hope that more details can be brought out during the period for questions.

The Dictionary of Education is the basis of my concept of preservice and inservice teacher education. The definitions go further than implying that there may be community and parent involvement.

I do not generalize about the "disadvantaged" because my long experience as a student of the problem has convinced me that the condition is no respecter of groups whether education, ethnic, racial, economic, or status. I am aware that the highest percentage of educational disadvantagement is among minority people, especially Negroes and Puerto Ricans in this section of the nation.

I am deeply concerned with the "Large City" concept of community. This is best explained by Landis' *Man In Environment: An Introduction to Sociology*. The community is a geographical area but it also has social dimensions.

If an institution of higher learning, with a teacher education program, is located in a community, then parent and community involvement is a challenge and an opportunity. This does not preclude colleges and universities not located in the neighborhood from meaningful cooperation with communities and parents outside the normal area of operation.

Community and parent involvement is a relatively recent development. In its 1955 publication—*Staff Relations in School Administration,* the American Association of School Administrators said: "Schools must be concerned with providing opportunity for effective learning along lines believed desirable by the supporting communities." Parent involvement is essential to secure the aspirations and expectations of the community.

Gordon and Wilkerson in their 1966 book—*Compensatory Education for the Disadvantaged*—describe in Chapter V— dealing with "Community Involvement" a number of programs and practices which set the trend toward involvement by communities and parents in influencing teacher education programs. "The interrelationship between the school, the children, and the parents develop against the background of a single entity of which they are all a part—the community."

James B. Conant in his book, *The Education of American Teachers,* 1963, pleads for more community involvement. He seems to be convinced that this involvement can be most effective if channeled through a representative lay board of education. The author makes clear that "among the most complex and controversial issues in public education today is the question of how teachers themselves ought to be educated. Long a subject of heated debate between members of academic faculties and their colleagues in schools of education, it has increasingly involved the lay public as well."

One should not overlook the involvement and resulting influence on teacher education of such organizations as the National Congress of Parents and Teachers. A survey of their significant involvement includes among many: safety education; social hygiene; school lunches; public kindergartens; playgrounds; dental clinics; and international relations. The implications of these to preservice and inservice teacher education are obvious.

Percy F. Burrup in his book *The Teacher and the Public School System,* 1967, discussing community involvement states: "The number of these community organizations has increased in the last few years. They represent one of the outstanding recent developments in education. Some have been organized upon invitation of local boards of education; others have been organized in protest to the local public school program. They function under many different names and under many different kinds of sponsorship."

This surge of greater concern on the part of communities and parents for improved preparation of teachers, more effective performance, quality-integrated education and understandable evaluative criteria grows out of their recognition of the potential of disadvantaged children and the lack of adequate motivation by the public schools. Parents of disadvantaged children are questioning "testing procedures", the track system, the general diploma, guidance and counseling of the underprivileged, instructional material, placement, limitations of vocational education, etc. Most of these parents are academically impoverished but they hold high aspirations for their children. Such parents have more wisdom than most teachers realize.

Several recent forces have encouraged these parents in their efforts. Among them: 1- The Federal Government; the Office of Economic Opportunity, The Civil Rights Acts. 2- Human and civil rights organizations. 3- Political pressures at the local level. 4- The influence of research, experimentation, demonstrations, etc. 5- The wider visions and understanding on the part of school boards of education, administrators and teachers. 6- The genuine search for better ways of preparing teachers for the disadvantaged on the part of a growing number of colleges and universities. 7- Private foundations' support of innovations. 8- Concern about the problems of the disadvantaged by state departments of education. Also, the New York State Legislature and the 1967 Constitutional Convention are considering many matters which are related to our topic.

The key person in the success or failure of community and parent involvement is the school principal. I have long been convinced that Cubberley was right when he said "As is the principal so is the school."

In 1964 Prentice Hall published its *School Executive's Guide.* Chapter 40 deals with "Keys to Effective School Community Relations" and offers many excellent suggestions for the acceptance and utilization of community and parent involvement in teacher education, especially inservice education.

These are suggested guidelines: Teachers must

know the reasons for the behavior of disadvantaged children and their outlook on life.
understand the attitudes and feelings of educationally disadvantaged children through empathy.
appreciate the role of home and community in finding solutions to problems.
understand special problems faced by large city schools.
not be "attitudinally disadvantaged" teachers who are unaware of their own prejudice.
have courage to try innovations.
be exposed to experiences with disadvantaged children early in the preservice preparation of teachers in schools, in homes and in communities.
make use of the vast amount of material now available in this field.

If we are unwilling or unable to meet the needs of the educationally disadvantaged children in our large city public schools by 1970 fifty percent (50%) of the students will be so classified. Our colleges and universities and our school systems must cooperate more effectively to prevent this sad state of affairs.

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CONCERN FOR PEOPLE

INVOLVING COMMUNITY AND PARENTS

Dr. Harry Gottesfeld

Teacher education characteristically emphasizes learning theories, educational techniques, materials and curriculum. In teacher education regarding the ghetto child, stress is also placed on the limitations of the child's home and community and using stereotyped notions such as "culturally deprived child", "socially disadvantaged child". Armed with this knowledge, our teachers who venture forth into the ghetto school quickly find that what they have learned is of little use. They often become discouraged because they feel that they are unable to teach the ghetto child. Many of them are likely to either transfer out or give up teaching altogether.

What is most lacking in teacher education for ghetto areas is an understanding of what the child is like, what influences shape his life, what his values are and what meaning education has for him. It is in this area that people of the ghetto can have an important role in teacher education. Community people intimately know poverty and discrimination and the survival techniques of living in the ghetto. They, perhaps more than anyone else, understand the child's reactions to the neighborhood school and the meaning he may attach to various aspects of the educational program. They themselves have gone through similar experiences. While their life experiences do not give community people a monopoly of knowledge as to what is best in ghetto education, it does give them an important contribution to make. This potentially significant contribution is rarely utilized.

In one school in Harlem where teachers had great difficulty in maintaining discipline, a number of children of this school belonged to an after school organization run by a local mother. When the organization had begun, discipline was a problem, but shortly discipline problems disappeared. The methods that the parent leader of this organization used were never conveyed to the teachers of the school, although the parent leader wished to share her ideas.

A common role for community people in the school system is teacher-aide. In roles like this it is unlikely that the community will have much influence in educating teachers. The roles that parents and community leaders should be playing in the school setting require greater dignity and power. I can think of at least five roles for community leaders in which they would shape both the formal and informal aspects of teacher training.

Consultants to students being trained as teachers and educators. Project Beacon of Yeshiva University trains teachers and other professionals for ghetto schools. As part of this training, experts from diverse fields associated with education relate their experiences and views about education. The one group to whom the students showed the greatest enthusiasm and felt had contributed most to their training were community leaders and parents from different ghetto areas of New York City, actively involved in seeking quality education.

Members of strong local school boards. Although community leaders have been part of school boards in New York City, these boards currently are only advisory and have little influence on educational procedures. Civil rights groups and community people have been battling for autonomous local school boards in which important powers would be invested. If this occurs and it is quite likely, the influence of parents and community leaders on the educational system would be great. It would have ramifications for in-service teacher training as well as all other aspects of educational practice. The inadequacies in teacher education for the ghetto schools would probably be an early target for attack by strong local community boards.

Community Coordinator. Ghetto areas characteristically show poor relations between school personnel and community people. One group knows little of the other and prejudices stand uncorrected. A local person, first trained in educational practice and community organization, would be the ideal person to bridge the gap between school and community. The person filling this position could provide in-service training to administrators and teachers regarding the community and community views. He would also serve to explain the program and services of the school to the community.

Attendance Officer. Local people as compared to non-community people are more likely to know why children stay away from school, where they go and the best ways of influencing their return to school. A local person serving as attendance officer could contribute greatly to in-service training by informing teachers about the attitudes of children toward school and possible ways of influencing these attitudes.

Participants in workshops for administrators, teachers and parents in solving problems in the ghetto school. Each of these groups has a contribution to make and through problem solving together each participant will learn the other points of view. Teachers and administrators who have been taught characteristic methods of dealing with school problems will benefit from other approaches.

Just as it is important to invest teachers with authority and status in order for them to be able to carry out their role as teachers, it is also important that the teachers of teachers have authority and status. If community leaders are to assume a role in the education of teachers, they must be given the dignity, responsibility and status of the kinds of roles in the educational system such as have been outlined. When community leaders assume such roles it will not only have important implications for teacher education but may also serve to raise the educational level of ghetto children. James Coleman et. al. in *Equality of Educational Opportunity* indicates that feelings of "powerlessness" are important variables in children's achievement. Ghetto children seeing their parents and other community people in positions of status and authority in the school system may feel less powerless.

Dr. Gottesfeld is Associate Professor of Psychology and Education at the Ferkauf Graduate School of Yeshiva University.

CONCERN FOR PEOPLE

INVOLVING COMMUNITY AND PARENTS

Dr. Don O. Watkins

During a recent community meeting a mother said to some Brooklyn College instructors, "You trained the teachers that are in our schools. And they are not teaching our children. Why do you think you can help us now—and how?" Unless we redesign our teacher education programs in ways that engage us more closely with parents and communities, we are not likely to provide adequate answers to this two-pronged question.

Recommendations

There are three areas in which we need to work with parents and community organizations.

Teacher Training

Within low-income communities there exists the feeling that teachers generally "do not want to teach our children". Research does reveal that both pre-service and experienced teachers tend to have distorted images of families and communities of the poor. There is preoccupation with what are regarded as parental and family inadequacies, and negative features of community life. There seems to be little awareness of the wide variety of life styles that exist within communities characterized as disadvantaged.

Addressing himself to this concern, one local leader said, "The education of the workers needs to start here in the streets, in the community of Harlem, not over there in the college building".

The community can provide teachers-in-training with three important ingredients of education. First, participants in many community action programs and neighborhood associations are qualified to teach our students the results of the many excellent surveys they have made of these areas. That is, our students need much more knowledge about the demographic characteristics of the population living in poverty areas. Community residents can teach what our students need to know. They should be employed to do so.

Second, our students need to learn through first-hand experiences much more about the physical environment and activity of poverty areas. They need to go with community residents to the housing, parks, gathering places, stores, play areas, industry, political clubs, voluntary association meetings, houses of worship, tenant meetings—in short, to all of the places that are important in the life of the people. In low-income communities there are scores of people who want to participate in this type of orientation of teachers.

Third, and most crucial, the vast majority of teachers and students preparing to teach, have not had, and sorely need, sustained personal experiences with the contemporary urban poor. We need to develop many opportunities for our students to have such experiences. In this way they will come to know and regard the poor as individuals rather than as group stereotypes.

Education of Children and Youth

No longer may colleges and schools go to communities with predesigned programs to impose on the parents and their children. Teacher education faculties need to heed the voices of those who are seeking to participate in making decisions about education.

Recently a parent said, "There have always been opportunities to meet with the community, if there had been any desire". It is time to demonstrate our desire. We should inform school systems that we will work only with those schools that do agree to include parents and community groups in the decision-making processes affecting the education of their children.

Faculties, when invited, should join with neighborhood residents and local school personnel to form planning boards that will focus on ways to improve the education of disadvantaged children. These boards should be empowered to select school personnel and develop proposals for and implement innovations in organization, curriculum and teacher training in a complex of schools in the respective communities.

Education of Adult Residents

Teacher education programs would become more vital if they included the education of adults in disadvantaged communities. We need to participate much more systematically in the training of community residents for a variety of professional jobs, such as auxiliary teachers. Also, at locations in the poverty communities, we need to offer education designed to meet the interests of adult residents.

The courses should be worked out in cooperation with community residents, and especially with Community Action Programs. To become more effective we need to engage in genuine dialogue with the community. As of now, colleges are frequently regarded as alien, aloof and arrogant.

Bases for the Recommendations

In addition to the reasons already stated for them, the recommendations are based on three other assumptions.

> People are most effective when they work together on an equal status basis to identify and solve their common problems.
>
> Competition among contending forces is reduced and cooperation develops when they come together on a planning and decision-making body for the purpose of securing a common goal.
>
> Attitude changes tend to follow behavioral changes. Thus, proposals are all action oriented with an emphasis on developing dialogue among groups that now have distorted images of each other.

Guidelines for Implementation

> Teacher education programs should establish a high priority for involvement of parents and communities by making adequate budget and staff commitment to it. Otherwise it becomes peripheral and mere lip-service.
>
> Faculties need to enter the communities as listeners, not as experts with pre-determined programs.
>
> Faculties must work with all groups, associations and unaffiliated leaders in the communities, not just those regarded as "responsible".
>
> Faculties and programs need primarily to be action oriented and only secondarily experimental. Research and evaluation should be ongoing and used to alter or expand action. Parents in poverty are tired of "studies of" and "experiments on" their children, and view with suspicion projects that seem designed as one more experiment.
>
> Colleges do not have unlimited human, financial and physical resources. Thus, to be effective, we need to concentrate rather than scatter them.

Expected Outcomes

Much of what we would hope to achieve by implementing the recommendations has already been suggested, at least implicitly, in the foregoing. Perhaps the most significant outcome would be that parents, communities, schools and colleges would be working together to enable disadvantaged children to experience a quality education of high achievement, which tragically they now do not.

Dr. Watkins is Associate Professor of Education and associate director of teacher education at CUNY Brooklyn College.

INVOLVING COMMUNITY AND PARENTS

Discussants:

Mr. M. Sylvester King

Dr. Dorothy McGeoch

Dr. Elliott Shapiro

SUMMARY The disparities that exist in education for Negroes in the South when compared with facilities that are available for the whites were described. It was indicated that community and parent involvement are a relatively recent concern of school people. A lay board of education is representative of the community and the importance of this type of board was stressed. The school principal is the key to the tone of the school and it takes courage for the principal and the teacher to try innovation.

The fact that teachers are armored with stereotypes was a matter for concern. These stereotypes lend themselves to lack of effort by the teachers and are a factor in instilling discouragement. A great lack exists in the area of understanding the poor child and the influences that play upon him. The people of the ghetto may have an educating influence but that is rarely recognized, and even more rarely utilized. Community involvement of parents in paid positions as consultants, community coordinators, attendance officers, local board members and workshop participants was proposed.

One of the panelists was critical of the quality of the instruction of teachers and he added that mothers share this criticism. Little awareness exists of the wide variety of living that occurs in the slums. Much education takes place in the streets and this is hardly utilized in the classroom. He also urged the necessity for involvement of community residents in the educational process and stressed that teachers must develop greater experience with the urban poor. Programs should be pre-designed, and the poor should participate in the planning and the decision making. The need for developing experience in dialogue was particularly stressed. It was also noted that attitudinal changes follow behavior changes.

It was recommended that faculties should allow parents to make their agendas for faculty meetings. Faculty members should enter the community as listeners rather than as experts. Faculties should also realize that they must work with all groups. Action orientation as opposed to experimentation and research was suggested since the poor are tired of being researched and investigated. Since resources are meager the need to concentrate services rather than to scatter them was stressed.

Certain outcomes were expected. Teachers would become aware of the strengths that exist in the slums. Members of the community would develop new careers and aspirations. Schools would have more effective teachers; and colleges would have learned how to work together in developing higher achievement levels.

One discussant said that students must make up their own minds in regard to values and methods. In this kind of participation they will have learned to do so.

It should be questioned whether the establishment does wish to involve the community. Community involvement is so alien that we have had little or no opportunity to develop skills in working with the community. As members of the establishment we are afraid, hidebound and smug. We are also aloof, arrogant, and totally unaware. We possess a double standard for appraisal of parents' interests. The discussant wondered who was better prepared for initiating contacts, the community or the educational establishment? He urged us to be excitingly unorthodox. He stressed the recognition of the need for dissidents and urged us to be aware of a context from which we develop interpretations.

REACTION According to their several styles, the panelists and the discussants were generally agreed on the need for training the teachers to become more understanding of the community in which they teach. It was also generally agreed that this understanding should be joined to a much higher level of commitment to the children in their classrooms and to the residents of these communities. **This reactor agrees particularly with the discussant who stressed that community involvement has exposed the aloofness and smugness of the educational establishment. It was not, however, sufficiently stressed that the educational establishment encompasses not only the public schools in the ghetto areas and the city-wide systems of which they are a part, but also the teacher education institutions that provide the school systems with their teachers. It is difficult to say whether the school systems so greatly influence the colleges that the consequence follows that their young teachers are graduated with disappointingly low level of commitment, or whether the colleges themselves are as estranged as the school systems which they supply.**

In view of the general recognition that **educational establishments are so restrictive, it is rather surprising that no discussant and no panelist discussed the necessity that any committed teacher would have for developing methods for coping with establishment. This would seem to be so important that colleges could well consider developing seminars and workshops for this purpose. Or would these seminars and workshops pose a threat to the establishment qualities that are inherent in the colleges?**

CONCERN FOR PEOPLE

LEARNING FROM SPECIAL PROGRAMS
HEAD START

Professor Vera Zorn

This is the third summer that we face the problem of orienting staff of summer Head Start programs to the program objectives. In New York City, we are approaching this task in a new and more promising manner. The process followed, the problems dealt with and the suggested solutions have implications for teacher education programs.

At present a committee is at work planning the 40 hour orientation for the more than 4,000 people who will be employed in the city summer Head Start program. The committee membership comprises representatives of graduate and undergraduate schools of education and social work, who administered orientation programs in previous summers; representatives of the New York City central Head Start staff; and representatives of the three major delegate agencies who will sponsor the local programs. The planning committee is representative of those who will be offering and those who will be receiving the orientation.

Direction for the third summer orientation program derives from a critical assessment of past orientation programs and previous summer Head Start operations. Four critical problems identified as the foci of the committee's attention in the development of a new design for summer 1967 are:

The great gap between what was taught during previous orientations and what was applied in the operational stage of the program.

During past orientations many professionals felt the sessions told them what they already knew; and para-professionals did not grasp the applicability of theory to practice.

There was a great dichotomy between para-professionals and professionals and lack of recognition of the worth of the special knowledge and skill of each.

There was relatively little coordination of the activities of the professionals represented in the program.

The first summer orientation program dealt with unselected groups of trainees whose only identifiable relation to each other was their commitment. They were not necessarily employed by the same delegate agency, nor assigned to the same center, nor did they have a common base in terms of experience in early childhood education.

The second summer, in an effort to correct the situation described above, grouping of trainees was based on roles they were expected to fulfill, e.g. all classroom aides together, all teachers together, all family workers together, etc. The difficulty encountered was that since no one role was performed in isolation from another, trainees moved into the Head Start centers with inadequate preparation for interrelating their functioning with those of the other staff members who comprised the Head Start center team.

An objective for the third summer is to conduct orientation in groups composed of the full staffs of several centers, on an interdisciplinary basis, cutting across professional and non-professional lines. Sufficient flexibility will be provided for some sessions to be conducted by role and some by discipline, if this is deemed desirable.

A second objective is to bring together into a working unit the various facets of know-how that already exist among the categories of Head Start personnel present in each of the 400 summer Head Start centers. High priority will be given to effecting communication among the various staff members of a center in an effort to better utilize the special skill and knowledge each brings to the program. The non-professional has knowledge and skill relevant to objectives which is different from that of the professional but equally significant.

The committee is proceeding on the assumption that underlies the central framework of the anti-poverty program that each person comes with, not without, the know-how in an essential component of the whole. The content of the orientation program lies within each staff member. The task of the training institutions is to help each staff member to pass his relevant knowledge on to others in his group. Each center staff member, in a very special way, becomes an instructor in the program.

The great gap that was found to exist between what had been taught on the college campus and what was implemented in the center also needs to be closed. Therefore, a third objective is to facilitate the application of principle to practice. To this end each college will work on campus with its group of center staffs only 20 of the 40 hours allocated to orientation. The remaining 20 hours will be held on the center's premises during both the pre-service segment and the beginning two weeks of the center's operation. This will facilitate testing the applicability of principles discussed on campus to the operational aspect of the program. So often the principles as taught and learned in the "sanitary" world of the college classroom seem unreal when brought into contact with the harsh realities and the sharp differences of the actual settings in which the staffs work. Help is needed, at the point of confrontation, to sort out the distracting immediacies which impede implementation of good practice. The college faculty will be there to participate in the sorting out process.

Two other rather interesting aspects of the planning of this committee need to be mentioned. Since the task of the university faculties is not seen as supplying content so much as helping the staff draw on and exchange the knowledge they already possess, there need be no question raised as to competency for leadership responsibility. Social workers and educators both trained to work in the field of human relations are equally well-prepared to conduct the orientation program. Therefore, the faculties of the participating universities, regardless of their professional roots, will each be responsible for orienting the total staff of a certain number of centers. Where certain areas of specialized knowledge are needed but not represented on the university roster of instructors, an interchange of faculty members will take place. Thus, the program at the higher education level, as well, becomes both inter-university and inter-disciplinary.

A second interesting outgrowth of the work of this committee is the development of a "training of trainers" project. The trainers, in this total program, are held to be not only the members of the university faculties, but the directors of the summer Head Start centers as well. If maximum effectiveness is to be achieved, the directors of the centers have to be ready to pick up and play the leadership role assumed by the training institutions during the orientation period.

The content of the training program for trainers (both university faculty and directors) will be directed toward developing the techniques necessary to carry the total project forward from a forty hour orientation through the 8 week period.

What we have learned from our Head Start experience has direct implications for teacher education. Among these are:

Development of skills of communication which will enable teachers to relate effectively to a wide range of people both professional and non-professional.

Development of the capacity in teachers to prepare others for roles in the teaching profession.

Teacher preparation needs to take place through extensive field experience rather than in the rarified atmosphere of the college classroom. For too long, we continue to teach answers to students before they have had the opportunity to identify the questions.

Prof. Zorn is Assistant Professor of Education and regional training officer for Project Head Start at New York University.

CONCERN FOR PEOPLE

LEARNING FROM SPECIAL PROGRAMS
NATIONAL TEACHER CORPS

Prepared by Dr. Caryl G. Hedden
Presented by Mr. Peter Daraio

The National Teacher Corps is part of a national effort to combat poverty with a potent weapon—education—particularly teacher education focused on meeting the special needs of disadvantaged children.

Financed under Title V of the Higher Education Act of 1965, the Teacher Corps is presently active in 50 colleges and universities and is serving 111 school districts from Massachusetts to Puerto Rico to Hawaii. It reaches Negro and Puerto Rican children in great cities, Indians on reservations, low income whites in Appalachia and others afflicted with the ills derived from poverty.

Objectives:

To prepare promising college students in special competencies required to be effective teachers of disadvantaged children.

To increase the number of certified teachers qualified to meet the unique needs of children in urban ghetto schools.

To offer increased educational opportunities to economically and educationally disadvantaged children; to help "reach and teach" children of poverty.

The Corps objectives are to be achieved through a two year post-graduate program including a *preservice* session the first summer to introduce the corpsmen to education and to the culture of poverty in the inner city. This *orientation* and *screening* period is followed by the two year *inservice* program leading to a master's degree and certification as a teacher.

The Teacher Corps inservice program at State University College, Buffalo, has three major aspects: (1) a sixty hour academic program leading to the M.S. degree and certification in New York State as elementary teachers. (2) An internship experience—full time, paid—in core area schools in Buffalo. (3) Community service through which corpsmen learn about problems of the inner city, its people, their needs, and the agencies serving them.

At our center there are 19 interns and 5 experienced teachers organized into five teams. Each team is assigned to an inner city school; four of these schools have nearly 100% Negro enrollment; the fifth is an all-white school in a low economic area.

The Academic Program: (60 semester hours) Twelve hours are earned each semester—six are for the internship and related weekly seminar; the other six are earned through two graduate courses designed to meet the interns' needs in preparing to be effective teachers of disadvantaged children of the inner city.

Weekly seminars integrate internship experiences and course work; they bring together in problem solving sessions educational theory and practice as observed in the schools. Leadership is provided by the total staff. The seminar sessions draw upon many resources—people as well as media. Approximately 45% of the interns' time is spent on the academic program.

The Internship Program: The in-school internship program claims 40% of the corpsmembers' time. Interns are assigned to a specific inner city school for a semester at a time. Learning and service activities are directed by team leaders in cooperation with school principals. Classroom teachers volunteer to have corpsmen work with them to learn the realities of teaching disadvantaged children.

The internship program is developmental; professional responsibilities of interns are increased as their competencies develop. Activities start with observations of children and of teachers' styles and strategies, followed by team discussions and analysis of what has been observed. Interns learn tutorial techniques and work with individual children and small groups. They assume responsibility for total class lessons and gradually move into long term planning and unit teaching under guidance of the team leader. They eventually assume all the responsibilities of a teacher.

The team structure of four interns with an experienced teacher acting as team leader provides a unique opportunity for cooperative planning and evaluation, peer and self evaluation with and without video tapes, team teaching, interaction analysis and learning from one another during team discussions on teaching strategies and resources.

Assignment of interns provides freedom for visits to other inner city schools, to suburban classrooms, to special resource centers, and for community study.

Evaluation of the intern's program is continuous, concrete and comprehensive. It goes on daily in both formal and informal ways using check lists, video taping of teaching situations for self and peer evaluation and conferences. The study of teaching for self growth and the improvement of learning for the disadvantaged are major concerns.

Community Experience: Approximately 15% of the corpsmembers' time is spent in community related experiences. This is another of the unique aspects of the program; it is based on the assumption that a teacher must know the culture of the community in which he teaches, the values, attitudes, needs and concerns of the children in order to teach them effectively.

Community experience encompasses tutorial assistance to children and adults, teaching evening high school equivalency classes, providing leadership to boys clubs and neighborhood centers, working with the Community Action Program to coordinate agency services, training tutors, assisting neighborhood groups to develop their own leadership, and developing activities which promote better school-home relationships.

What have we learned?—A great deal that augurs well for the improvement of teaching in depressed areas and for the restructuring of teacher education programs. We see the wisdom of close college-school system cooperation; we note the value of community involvement for the teacher-learner; we see the practicality of the weekly seminar to help interns synthesize and integrate what they are learning in the field with what they study in the college classroom; we recognize the uniqueness of the team leader-intern relationship as one of the great strengths of the Teacher Corps program. (Who of us has had the opportunity to learn to teach under such continuous guidance?)

There are problems, of course: of selection of interns and team leaders, of communication with so many diverse groups, of interrelations among corpsmembers and school personnel, of breaking some barriers created by traditional practices and big city bureaucracy.

But the rewards outweigh the concerns—one can see dedicated future teachers moving into the profession, growing in competency, bringing new perceptions and enthusiasm to the challenge of teaching in the inner city, to the challenge of "reaching and teaching" the children of poverty.

Mr. Daraio is a team leader in National Teacher Corps at SUC Buffalo.

CONCERN FOR PEOPLE

LEARNING FROM SPECIAL PROGRAMS UPWARD BOUND

Mr. Aaron W. Godfrey
Dr. Eli Seifman

In the realm of the teaching of the disadvantaged we encounter a rather interesting phenomenon. On the one hand schools in disadvantaged areas have great difficulty attracting and holding teachers, particularly the more experienced, gifted or creative teachers. At the same time, we have undisputed evidence that large numbers of college undergraduates seek out opportunities to work with the disadvantaged. Given these realities, why not attempt to maximize the interest of these undergraduates in designing a program for the preparation of teachers of the disadvantaged.

We would like to explore with you the skeletal framework for such a proposal, and because it is only in its very early stages of thought sincerely ask for your reactions. This is, given your experience with the disadvantaged and teacher preparation, what seems to make sense to you? Conversely, given your experience, what seems to be very wrong with such an approach? And, perhaps still a third type of reaction, given your experience, your successes and frustrations, what seems worth trying—with the understanding that the problems of working out the details of the program will be someone else's responsibility.

At the most general level we propose that the student teaching component of the teacher preparation program maximize a university's involvement in ongoing projects designed to improve educational opportunities for the disadvantaged. The idealism of undergraduates can have a significant impact toward change. To a certain degree it may be said that the civil rights movement had its origin in student circles. In addition, students in a very large number of colleges and universities have generated tutorial and community service projects. Although the functioning of many of these projects was chaotic at times, the general effects have been positive and many students have obtained on the job training as well as motivation to explore career possibilities in educational programs for the disadvantaged.

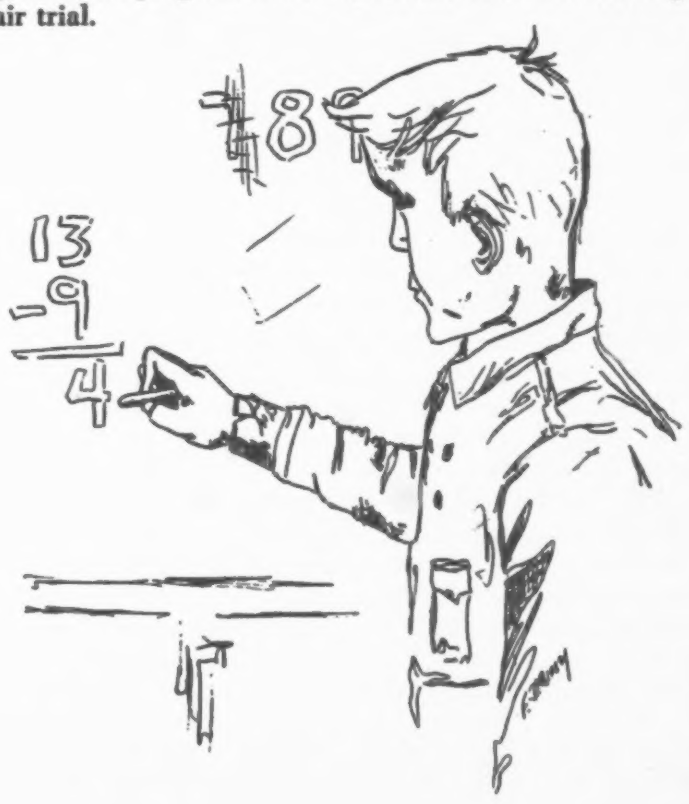
Specifically, we would like to focus attention on the opportunities offered by Upward Bound, a program to help youth from low-income families achieve a college education. Experience with Upward Bound projects across the nation indicated the crucial role played by undergraduate tutor-counselors. The programs which had the most positive measurable impact were those in which an important degree of initiative and autonomy was given to college students. This resulted partly from the ability of Upward Bound students to identify with the younger person and partly from the obviously sincere interest of the college students.

Mr. Godfrey is director of special projects at SUNY Stony Brook. Dr. Seifman is Assistant Professor of Education and acting chairman of the Department of Education and director of teacher preparation at SUNY Stony Brook.

It would seem that the preparation of teachers for the disadvantaged could involve such an experience. A good deal of the present teacher preparation tends to have a "hothouse quality" with student teachers given little opportunity to display initiative or creativity. It would therefore seem worthwhile to try on an experimental basis a new type of student teaching component, one in which the undergraduate would have the possibility of considerable autonomy along with definite supervision. The degree of autonomy we have in mind is usually not possible in the standard public school setting, which is subject to different kinds of pressures and which is responsible to a different community. Given the proper supervision, and seminars to evaluate and interpret the teaching-learning experiences, student involvement in the Upward Bound project (and similar programs) could be so designed as to satisfy the student teaching requirements at the secondary level—and here we hope representatives of the State Education Department who may be in the audience will react to this. Students in such specified student teaching experiences could be part of a larger special teacher education program for teaching the disadvantaged or they might be enrolled in regular teacher education programs. Our first reaction is that it might be very valuable to have students from both programs attempt the Upward Bound type student teaching experience.

Experience with Stony Brook's student teaching program which operates in the summer schools of Suffolk County indicates that the student teachers report greater feelings of real responsibility for students and teaching than the undergraduates who do their student teaching during the regular academic year. In the summer, the student teacher is given complete responsibility for one class—from the very first to the last day. Although he works under the direct supervision of a cooperating teacher and a college supervisor, the Stony Brook undergraduate is in fact the teacher of that class. This real responsibility creates within the college student an entirely different attitude toward the student teaching experience—and he is absolutely correct, for in fact it is a different experience.

Our experience with giving student teachers real responsibility coupled with our experience in the Upward Bound project leads us to suggest that it would seem useful to explore the possibility of harnessing and structuring the sense of commitment of certain undergraduates and directing it toward a student teaching experience with the disadvantaged. It is our opinion that such an experimental program is well worth the effort needed to give it a fair trial.



LEARNING FROM SPECIAL PROGRAMS

Discussants:

Dr. Samuel R. Keys

Dr. Leonard Kreisman

Reverend Robert E. Butler, S.J.

Dr. Mary Durkee

SUMMARY The merits of the National Teacher Corps were discussed with the comment that it is too soon to claim that we have learned anything from it. Using a master teacher with "on the firing line" experience is more sensible than reliance on "ivory tower" supervision. It represents a good marriage between university and public school. The team approach offers opportunities to depart from traditional curriculum and to experiment.

Concern was expressed for the reluctance of the "establishment" to make any change until all evaluative evidence is in, claiming that "we don't have time to waste!"

There is need for greater cooperation between teacher training institutions and school systems—not a once a year contact at a conference but continuing, on-going.

Innovations must be planned and executed carefully so that students aren't harmed in the process.

A question that is yet unanswered is "what techniques can be used to spark a sense of dedication and commitment?"

Regarding the Head Start program, the problem the professionals had of relating to para-professionals indicates that we know how to talk to fellow professionals, but do not know how to communicate with others.

Need to investigate ways of satisfying teacher certification requirements was discussed with the implication that teacher certification requirements may be blocking efforts. It was pointed out that the State Education Department is willing to consider new programs if they are proposed.

The group was urged not to stifle initiative and creativity of student teachers who may try something outside of accepted procedure.

A discussant cited the need to turn to college students who "haven't been contaminated by defeatism." Idealism of college students can be undone in a short time in a traditional classroom.

Another issue was posed—"If we've failed the disadvantaged, how successful have we been with middle class students?"

Another discussant expressed disillusionment in dependence on teacher attitudes. He is more concerned with behavior of teachers. The teacher doesn't necessarily have to love a child to work effectively. Nor will the fact that the teacher loves children guarantee success.

Doubt was voiced that teacher preparation makes the difference since by the third year of teaching, it is almost impossible to differentiate between certificated teachers and those who are not.

In summary, the group reiterated the importance of attitude, knowing and involving the community, and the danger of stereotyping all members of the community. When educators are criticized for trying to impose middle class values on these youngsters, the question then is—"what alternatives can we offer to help them have a better life?" Are not the Negroes in the civil rights movement asking for some of the things we enjoy as middle class citizens?

REACTION Although the discussion period occasionally bogged down with trivia and banalities, there were many pertinent comments made with evidence of good leadership and intelligent effort. The Head Start program was stated in a clear, concise paper with practical implications for teacher training.

The National Teacher Corps program was well defined, combining much of the best thinking of present education, pooling of talents through the team approach, using "on the spot" master teachers and idealistic, highly motivated cadet teachers.

The reactor has one concern in the area of community experience. She questions whether these people have the degree of maturity and experience necessary for the role described in the Community Action program. The other experiences seem to have merit, both in giving the intern a broader base of understanding as well as rendering service to the community.

The reactor sees merit in the Upward Bound program utilizing the idealism and commitment of college students. However, the reactor feels that getting youngsters through high school is a more critical concern than inspiring them to want to go to college. If a youngster is at the same time sparked to go to college, this is a happy concomitant. If this program does succeed in getting youngsters to aspire to college, are there plans in the program to help them see it through financially? To motivate a youngster who could not possibly hope to realize his ambition because of finances is not doing him a kindness. He must be offered more than inspiration.

In regard to the autonomy given to Stony Brook cadets, the reactor feels need of clarification. What is meant by autonomy? What is the role of the supervising teacher in this situation? What evaluation procedures are built into the plans? The reactor felt that the program was not clear in terms of procedures, role definitions, guidelines for operation and evaluation techniques.

The comment was made frequently that we must not wait for evaluative evidence before we move. The reactor agrees that **we have not implemented many of the things that research has already proven to be good.** However, she feels **the need to be cautious about going ahead with no plans for evaluating a program. Too many crash programs are in existence now, that cost a great deal of money but have no design attached for proper evaluation.** When planning a program the original research design should provide for evaluation. If a teacher has a creative plan, give her her head, don't bog her down with the details of research—but assign a member of the research department to write the design and handle these details. If we insist upon careful research design and impose this responsibility on a teacher, we'll soon stamp out any creativity she might have. However, if we make a careful assessment of her program, we then have some guidelines for future directions.

The word of caution expressed by one of the participants is noteworthy: **"In innovation, careful, thoughtful planning is imperative so that pupils are not harmed by the innovative process."**

The reactor felt that all of these plans have merit, but all were on such a small scale when one thinks of the vast numbers of youngsters we are not reaching. **A much more widespread, all-inclusive breakthrough is necessary. Our efforts make one feel that we are using a B-B gun and expecting it to do the work of an atomic bomb.**

CONCERN FOR TECHNIQUES

PRESERVICE STUDENT TEACHING FILM

Dr. Dorothy Levens

This is opening night. I have the pleasure of presenting the first showing of "Organizing Free Play," the newest Head Start Teacher Training film made by our Department of Psychology at Vassar College, for the Office of Economic Opportunity, Washington, D. C.

Dr. Levens is Associate Professor of Psychology and director of the nursery school at Vassar College.

It is of primary importance for all teachers of young children to create an environment favorable to effective learning. It is the purpose of this twenty minute film to show that a teacher in selecting and arranging equipment and materials needs to know the growth patterns, behavior and family backgrounds of her children. She does much advance planning so that her children will be stimulated to want to find out about a variety of forms as they move through their school day playing together as well as sometimes playing alone. It is the teacher who sets the stage and determines how free the children feel to interact with their environment, other children, and grown-ups.

When playrooms are sensitively organized to the child's way of learning in terms of space, order, comfort and convenience there is a natural, smooth flow of experiences. To have an interacting environment geared to the needs and interests of young children, there must be not only pre-planning but the teacher must make certain that her classroom does not remain static. Children need new settings and materials at the right time. As each child is encouraged to discover new meanings and relationships through appropriate experiences, learning moves forward in a satisfying, purposeful manner for him.

CONCERN FOR TECHNIQUES

PRESERVICE STUDENT TEACHING

INDEPENDENT TEACHING

Dr. Ruth M. Larson

It has commonly been assumed that undergraduate teacher education programs prepare students for the responsibilities of full time classroom teaching *after* they have completed their college work. Perhaps the problems in the transition from conventional student teaching situations to full time teaching can be alleviated by providing students with more independent teaching experiences in their senior year. A variety of experiences can be provided. The following examples have been developed at the Vassar Nursery School under the direction of Miss Dorothy Levens, director of the school.

One group of students who are seniors work together as head teacher and assistant teacher with a group of four-year-old disadvantaged children. The children are transported to the Vassar Nursery School one day each week for an afternoon session after the regularly enrolled children have gone home. The student teachers plan, conduct and evaluate their program. As is the case with regular teachers, they are responsible to the director of the school for the quality of their work.

Another group of students prepare new materials used in working with disadvantaged children. Some have taken major responsibilities for writing and illustrating and making appropriate books, others for revising tests of children's language and conceptual abilities.

Further example is an experimental project in which a third group of students have been given major testing and teaching responsibilities in a prekindergarten program designed to explore the uses of literature with four-year-old disadvantaged children. In this program two students work together in each situation one or two days a week.

When they want assistance, the students participating in the independent teaching projects can consult with the director of the nursery school and other participating faculty members. The students properly consider the role of the consultant as quite different from that of the supervisor in student teaching situations. The students take more initiative for setting up the conferences; the conferences are based on students' questions rather than those of their supervisors.

There are several advantages in this kind of independent teaching:

The students tend to like the independence and consider such opportunities for involvement as indications that they are well prepared for teaching. They work hard to achieve excellence.

The students can be more creative in developing their own approaches and styles of work. It is still the case that conventional student teaching situations are likely to be inhibiting.

The students and faculty can participate more fully in decision-making that becomes problematic to students. Thus, students can understand in a more meaningful way the *modus operandi* of these experts in which they have confidence.

The use of qualified students makes it possible to extend the research and field services of the college.

The kinds of independent teaching projects recommended here are an integral part of the Vassar teacher education program which can be characterized as follows:

child study and developmental psychology provide the core of professional preparation,

first-hand experiences with children are considered a *sine qua non* of the program; students are given opportunities to observe children in a variety of school and nonschool situations; they participate as student teachers in both nursery school and elementary school programs in schools serving different children in various ways,

methods and student teaching are integrated so that the relevance of each to the other is emphasized,

students and faculty members become involved together in questions of teaching and learning,

students entering the program tend to be of high caliber and, thus, some of the problems of teacher preparation in programs serving a wider range of students are eliminated.

Situations appropriate for independent teaching projects need not be limited to school classrooms. They are available wherever there is opportunity to conduct an educational program or, in other words, where students can work consistently with children. Projects can be undertaken in community centers, recreational areas, library and museum programs. In some places students might try taking a toy wagon full of toys or books into a neighborhood—some things that would attract children and provide continuing attraction over a period of weeks. Students could experience the advantages and disadvantages of trying to teach a noncaptive audience.

The need for situations in which independent teaching projects can be conducted invites reexamination of the functions of the laboratory school. Using qualified students to teach without minute supervision makes it possible for the laboratory school to extend its services to meet community needs which have traditionally been neglected by college and university schools. The laboratory school can become a center of research and teaching, in which well-prepared students play major roles. The professional staff in such a laboratory school would have more time, along with some demonstration teaching, to serve as consultants not only to students, but also to schools and agencies beyond the campus. One of the strongest features of this kind of situation would be the opportunities for students to contribute their talents to vital educational programs. Such opportunities are important to students who feel oppressed by the irrelevance of their work to contemporary living. They are important, also, for making available to communities and schools a supply of valuable resources for improving their services.

We believe that independent teaching projects can be of value in different kinds of college programs. Perhaps teacher education programs overloaded with both students and courses can be streamlined to include this new kind of student teaching. We recommend that methods courses and conventional student teaching be integrated so that methods are developed in relation to the children with whom student teachers are working. We recommend, also, that college students and faculty be organized into teams, or core groups, so that they will enjoy together continuity of personal involvement in the educational process.

The chief question in teaching disadvantaged children is the same as in teaching others, "How can we reach a child?" There are no clear-cut methods and no specific directives that have universal applicability. We recommend that students preparing to teach disadvantaged children develop knowledge and understanding of children and the communities in which they live. Students need to be familiar with a rich supply of techniques, activities and materials that may be appropriate for their teaching. They should have as much opportunity as possible to work with children and have the freedom to work imaginatively according to their own style. Finally, through independent teaching projects they can become increasingly practiced in and confident of their own resources as they wrestle with that inescapable question, "How can I reach this child?"

Dr. Larson is a lecturer and director of elementary education at Vassar College.

CONCERN FOR TECHNIQUES

PRESERVICE STUDENT TEACHING STUDENTS AS OBSERVERS AND DATA COLLECTORS

Mrs. Rowena Smith

If new teachers expect to succeed in teaching alienated children they must be especially prepared for the tasks they are certain to face in dealing with the disadvantaged. I am in complete agreement with James L. Farmer that a teacher's empathy for students is vitally important. One has only to observe children around a person whose attitude shows contempt for them. They use every means they can summon to return the feeling, resorting to hostility, unruliness, indolence and often withdrawal.

Some of the keys to involving the disadvantaged child with learning are to instill in him a sense of pride in his own heritage; to give him confidence in his ability to achieve; to respect him as an individual. The teacher must strive for cultural understanding and identity with these children. The greater the empathy for the student, the easier it will be for the teacher to teach.

Why are some teachers unable to control a classroom of disadvantaged children while another teacher has no problem with the same class? During my supervisory chores with National Teacher Corps I have seen a strapping instructor attempt to teach a class over which he had no disciplinary control while the very next period the same class was calm, orderly and attentive in the hands of a wisp of a teacher. Both teachers had similar teacher training backgrounds. What did one teacher have that the other lacked? What is the prescriptive ingredient so vital for effective teaching of reluctant learners?

Harold Howe II, our United States Commissioner of Education, stated in *The Human Frontier*, "In general our colleges and universities train teachers for ideal classrooms, and although the classrooms in the slums may be in some cases excellent in their buildings and equipment, their human environment cries out for special attention of every kind." Every accredited teacher training institution must meet its own state certification requirements, but something more than meeting the requirements is needed to prepare a teacher who expects to survive in the ghetto school. As well as current required courses, special course work in cultural anthropology, reading, semantics, visual aids and the fine and applied arts should be part of the program. Every teacher must come away with a solid understanding of the creative process so he will be able to encourage it in his students.

The single most significant aspect of a pre-service program for new teachers of disadvantaged children should be an internship in combination with community experiences. It is through these contacts with the slum child and his parents in their own environment that the teachers, with awareness of the personal involvement ahead, can be strengthened. It is during this period in their experiences that new teachers can come to terms with their own prejudices, hostilities and anxieties. The teacher's ability to understand and accept himself is a prime factor in any effort he might attempt to make toward helping students achieve their own self-awareness.

Our interns with National Teacher Corps became observers and data gatherers for a total of sixteen weeks in their assigned junior high schools before assuming an actual teaching role. They have been taught in workshop seminars what to look for and how to interpret what they observe both in the teachers and the students. They have been exposed to both kinds of teachers, competent and incompetent, so they may compare and evaluate attitudes and teaching techniques which make for either failure or success. Each intern has acquired proficiency in coding verbal interaction according to the Flanders and Amidon-Hunter systems within the confines of the classroom, relying on kinesic activities to supplement the aural interpretation. Classroom analysis, a method of charting the teacher-pupil interaction can be an effective self-grading tool for any teacher but especially for the teacher of the disadvantaged whose pupils are more than willing to remain non-verbal. The intern is encouraged to tape record his own lesson in the classroom. It is later replayed and coded. Teaching weaknesses become apparent as the coding is transferred to a matrix for analysis.

When interns take over an active share of the teaching responsibility in their assigned schools it becomes the supervisor's role to keep the university's plan for stressing the learning of basic skills and implementing new teaching innovations in the foreground. It is a constant effort to get new teachers to shed their 'old ways' of teaching as they were taught and to try new methods, often quite unorthodox by present standards, of involving slum children in the learning process. There is friction with school authorities to cover the planned curriculum but how can one teach subject matter to a child who has not yet mastered the basic skill of reading? I have seen children copy work into their notebooks without having the slightest idea of what the words meant. I have seen these children work diligently at mastering the reading process when it held some personal meaning for them. I have observed these same children maneuver in the unfamiliar world of mathematics when the problem was presented to them in a manner relevant to their own experiences. The disadvantaged child is a bud able but un-willing to unfold and blossom except in response to the proper nutrients.

Mrs. Smith is an instructor and supervisor of National Teacher Corps interns at Hofstra University.

CONCERN FOR TECHNIQUES

PRESERVICE STUDENT TEACHING STUDENTS AS OBSERVERS AND DATA COLLECTORS

Mrs. Rowena Smith

If new teachers expect to succeed in teaching alienated children they must be especially prepared for the tasks they are certain to face in dealing with the disadvantaged. I am in complete agreement with James L. Farmer that a teacher's empathy for students is vitally important. One has only to observe children around a person whose attitude shows contempt for them. They use every means they can summon to return the feeling, resorting to hostility, unruliness, indolence and often withdrawal.

Some of the keys to involving the disadvantaged child with learning are to instill in him a sense of pride in his own heritage; to give him confidence in his ability to achieve; to respect him as an individual. The teacher must strive for cultural understanding and identity with these children. The greater the empathy for the student, the easier it will be for the teacher to teach.

Why are some teachers unable to control a classroom of disadvantaged children while another teacher has no problem with the same class? During my supervisory chores with National Teacher Corps I have seen a strapping instructor attempt to teach a class over which he had no disciplinary control while the very next period the same class was calm, orderly and attentive in the hands of a wisp of a teacher. Both teachers had similar teacher training backgrounds. What did one teacher have that the other lacked? What is the prescriptive ingredient so vital for effective teaching of reluctant learners?

Harold Howe II, our United States Commissioner of Education, stated in *The Human Frontier*, "In general our colleges and universities train teachers for ideal classrooms, and although the classrooms in the slums may be in some cases excellent in their buildings and equipment, their human environment cries out for special attention of every kind." Every accredited teacher training institution must meet its own state certification requirements, but something more than meeting the requirements is needed to prepare a teacher who expects to survive in the ghetto school. As well as current required courses, special course work in cultural anthropology, reading, semantics, visual aids and the fine and applied arts should be part of the program. Every teacher must come away with a solid understanding of the creative process so he will be able to encourage it in his students.

The single most significant aspect of a pre-service program for new teachers of disadvantaged children should be an internship in combination with community experiences. It is through these contacts with the slum child and his parents in their own environment that the teachers, with awareness of the personal involvement ahead, can be strengthened. It is during this period in their experiences that new teachers can come to terms with their own prejudices, hostilities and anxieties. The teacher's ability to understand and accept himself is a prime factor in any effort he might attempt to make toward helping students achieve their own self-awareness.

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Mrs. Smith is an instructor and supervisor of National Teacher Corps interns at Hofstra University.

CONCERN FOR TECHNIQUES

PRESERVICE STUDENT TEACHING TEACHER AIDES

Dr. John B. King

Suggestions for improving student-teaching in the preservice phase of the teacher education programs for the disadvantaged are based upon the following assumptions:

> The major problem in staffing schools for the disadvantaged is teacher-retention rather than teacher-recruitment.
>
> Teachers are retained largely because of the self-confidence, status, and professional satisfactions they derive.
>
> Student teaching must be closely integrated with all other aspects of a teacher education program.
>
> No student teaching program can be effective without the shared responsibility and close cooperation of schools and colleges.
>
> Teachers for the disadvantaged require a more highly advanced level of competence at the time of appointment than do teachers for less challenging situations.
>
> Teachers for the disadvantaged require extensive well-planned field experiences in schools and social agencies prior to student teaching.
>
> Teachers for the disadvantaged require continued guidance and support from the college personnel for at least one year following appointment as a beginning teacher.
>
> College courses should be organized in interdisciplinary blocks around real, dynamic, meaningful current problems and opportunities involved in the learning and teaching of the disadvantaged. Student teaching and other field experiences should occur concomitantly with or as part of the relevant college courses and programs.
>
> College supervisors of student teachers should be selected on the basis of recently demonstrated superior service as classroom teachers or expertness in helping and developing prospective and beginning teachers.
>
> Parents, non-professional community representatives and professional organizations are playing an ever-increasing role in all school programs.

Changing needs, new instructional facilities and new insights into how disadvantaged children and youth learn and develop, require imaginative patterns of teacher education and student teaching. The following should be carefully considered in planning a student teaching program:

> Student teaching programs cannot be expected to do more than help students to know what to do as beginning teachers. College personnel should work with schools in providing field experiences and meaningful relevant interdisciplinary instruction during the junior year prior to student teaching. College personnel should continue to work cooperatively in the school with the newly appointed beginning teachers, school supervisors and cooperating teachers for at least their first year of service in a school for the disadvantaged. Newly appointed teachers should be required to participate in a seminar on teaching-learning problems of the beginning teacher during the first year of appointment and for an additional year if necessary.
>
> During one semester of the junior year, students should be required to serve for 3 to 6 hours a week in a community service agency to gain first-hand insight into the social conditions under which urban children live. During the other semester students should be required to serve in schools as teacher aides working at many appropriate activities to relieve teachers, allowing them more time for direct instruction. As part of his program, the student will enroll in a course in urban education: its problems, procedures and opportunities. This course would draw on the behavioral sciences to help the student understand the school's role in urban life and the part the classroom teacher plays in helping the school to fulfill its role. The prospective teacher would learn of the wide range of abilities, interests, aptitudes, backgrounds, sub-cultures and needs of the disadvantaged child and of the other pupils that make up the urban school.
>
> The block course offered during the senior year, concurrently with student teaching, should deal with the problems of learning and teaching. This course should deal with the applications of developmental psychology, sociology and the psychology of learning to methods of teaching and would rely heavily on directed reading and independent study. Because few college professors are competent to deal with all of the areas involved in this interdisciplinary approach, the course would probably be taught by a team.
>
> Student teachers should be appointed to the staff and paid about 25 per cent of the salary of a beginning teacher. The student teachers, serving daily for four-fifths of the school session, should be provided with a maximum number of relevant, challenging experiences necessary to narrow the gap between undergraduate course work and classroom reality and responsibility. Student teachers should teach individual pupils, small groups and classes under the guidance of well-qualified cooperating teachers and college supervisors.
>
> Schools and cooperating teachers should be jointly selected by appropriate school and university personnel from a list of qualified applicants. The cooperating teachers should be appointed as adjunct professors and granted free tuition for a related seminar.
>
> Seminars, workshops, school visits and joint projects should be organized to orient and reorient college and university staff members to insure that they gain optimum competence for helping student teachers and beginning teachers to understand the disadvantaged child and to learn how to meet his needs more effectively.
>
> The student teacher should be known as *assistant teacher* or *apprentice teacher*, and work as an active member of a team providing a second teacher in a class serving the disadvantaged child.
>
> Functions, responsibilities, relationships and modus operandi of the student teacher, cooperating teacher, college supervisors, principal and all others involved in the student teaching program should be clearly delineated through conferences, seminars, and printed materials. Provision should be made for regular review and modification as changing conditions indicate.
>
> Every effort should be made to insure regular appointment of the student teacher requesting assignment to the same school in which the student teaching was done, particularly in the case of those who have demonstrated their potential for cultivating the personality traits and behaviors that characterize successful teachers of the disadvantaged.
>
> Provision should be made for continuous student evaluation and advisement to help student teachers develop commitment and the insights and competencies necessary for success as beginning teachers of the disadvantaged.

Dr. King is Professor of Education at Fordham University.

PRESERVICE STUDENT TEACHING

Discussants:

Dr. Frederick Bunt

Mrs. Jean Funson

Dr. Egon O. Wendel

Mrs. Regina Barnes

SUMMARY The participators first watched the excellent film, "Organizing Free Play," shown and elaborated upon by Drs. Levens and Larson; the salient factors which emerged in the experimental nursery school conducted at Vassar College for pre-school youngsters of low socio-economic backgrounds concur with many features of the Head Start program. These reveal that most educators believe "schooling" should start earlier for the disadvantaged child than for his age-mate who is the product of a more affluent and structured home. The classroom he enters should consist of enriching experimental materials approximating both the world of reality and fantasy; a limited number of children permitting individualized attention and realization of identity; health and psychological services; student teachers endowed with independence of imagination and empathy; skilled supervisors; and visible parental cooperation.

Before any classroom experience for these youngsters can effect any appreciable difference in their future attitude towards, and capacity for, learning it is essential to determine their dominant characteristics and needs. A child living within the inner city is likely to be handicapped by depressed and congested housing, loose family structure, poor nutrition, alienation from dominant culture patterns, fragmenting emotional conflicts, and deficiency in verbal skills. He is not a stereotype composed of all these deficiencies but an individual with a wide range of problems and potentials. Personnel must be aware of these differences, must be selected because of their ability to create an environment which will promote curiosity and growth, and must be granted the freedom to engage in activities which are both spontaneous and yet controlled.

Student teachers of older disadvantaged children must also be thoroughly acquainted with the causations of their behavior. This can best be achieved through internships before graduation, and opportunity to observe experienced teachers. It has been recommended (and adopted in some colleges) that the latter should be appointed members of the college staff where their expertise can be effectively utilized in training the beginning teacher.

There was question on the proposal that seniors serving as interns should be paid. It was suggested that this procedure might confuse loyalty between the school they attend and the board of education which recompensed them. However, stress was placed upon the need to understand the problems of future teachers and to distinguish their individual attitudes and responses—while recognizing that each is a product of his own environment and an amalgam of aspirations which he must resolve to his own satisfaction. Otherwise, retention of staff will continue to remain a major stumbling block in slum schools where professional status, self-confidence and personal fulfillment are likely to be jeopardized by the multiple difficulties existing therein.

REACTION Despite all the research and innovative programs now in effect much is left to be desired in the impact that has been made thus far upon the educational growth of disadvantaged children. **Disappointment is voiced by student teachers regarding the unrealistic features inherent in college courses, leading to subsequent failure and frustration.** Analysts explain the continuing impasse upon overemphasis on the clinical, psychological role of the teacher rather than upon his basic function which is the transmission of knowledge. They suggest that **more stress be placed, in preparatory training, upon cognitive processes, subject judgment, classroom procedures, disciplinary techniques,** and the **development of interaction sensitivities which enable a teacher to gauge the optimum moment for positive instruction.**

The present proliferation of programs, which appears to be based upon the assumption that the entire educational world must be rediscovered in order to teach disadvantaged children, might better concentrate upon techniques successfully used in the past with other minority groups. Although inescapable differences exist between the present and former "out-groups," nevertheless these disparities are not so great that upward mobility cannot be achieved through re-examination and re-employment of empirically tested methodologies. Perhaps **close scrutiny of procedures used by effective classroom teachers might provide clues which have escaped the anthropologist, sociologist and philosopher. No responsible educator advances the thesis that simple answers exist for highly complex problems; but it is possible that, in the search for solutions, accumulated wisdom has been subordinated to overanxious experimentation.** One of the consequences of the emphasis upon homogeneity, often mistaken for equality, may be the undermining of the more desirable retention of the rich multi-cultures in our society.

Every minority has the need to prove that it has participated in what the human race has achieved. All parents wish, in some way, to become involved in the education of their children, to contribute to the growth and success of the generation which they have brought into the world. It is important that this basic desire, particularly of minority groups at this moment of our history, be understood, recognized and implemented. Implementation must be accompanied by correlative responsibility and should coincide with the sincere efforts being made by educators in the university and in the classroom to accomplish the same desiderata.

It may be appropriate, at this point, to refer to the James Coleman study entitled "Equality of Educational Opportunity," released by the U.S. Department of Health, Education and Welfare in 1966. In it, caution is expressed concerning the role that the classroom can effect in abolishing unequal achievement. Learning readiness is significantly influenced by peer relationships, parental values and family goals. With this in mind, the teacher, the educator, the administrator, and the parent, all sharing responsibility and hopes for the fulfillment of every child, must work together in constructing a successful school system. No one element can be exempted. Rather, honest self-examination should lead to a realization of the part each must perform and a recognition of the competencies each can contribute. **This is not the hour for rationalizations nor for recriminations; it is the hour for all adult forces to accept the responsibilities of their own spheres of influence and conjoin their special strengths in an integrated thrust towards quality education for each child.** Within such a framework the new teacher can flourish and contribute the energy of his fresh enthusiasm to the education of his students.

CONCERN FOR TECHNIQUES

FIELD WORK

Dr. Gertrude Downing

Needs of college students.

We have met to share our thinking about more effective ways to prepare teachers of the disadvantaged. But we ourselves are teachers of young people who are handicapped by severe experiential disadvantage. For the most part, our students are reasonably secure, well fed, clothed and housed, and are members of intact middle-class families. Their life experience is almost directly antithetical to that of the poverty stricken minority group children they must learn to teach. Our task is to provide for our college students direct, varied and concentrated experiences with culturally different children over a considerable span of time in order to compensate for their own experiential deficits.

Observing effects of school experience on disadvantaged children.

Field work experiences should begin at the outset of the education sequence. Students in Principles and Practices of Contemporary Education rate as most influential their class visits to schools on every rung of the educational ladder. Sophomores and juniors who have never been to Harlem become willing playmates of the engaging pre-schoolers in a day-care center there. In another poverty area, students note for themselves the struggles of the ghetto child learning to read middle-class books in the primary grades. In a difficult junior high school, they see in the opposites of pupil withdrawal and aggression the early harvest of social injustice coupled with ineffective teaching. In an urban high school, they may observe the pedestrian irrelevancies of the "modified curriculum" so frequently provided for the non-academic pupil.

Learning to live with disadvantaged children.

Since educational psychology focuses on human development and behavior, the most literate texts and the most eloquent instruction remain sterile without experience in a living laboratory. The needs of the middle-class college student to gain understanding of and to establish effective relationships with culturally different children can be met by providing selected field work assignments. Queens College students are enthusiastic about their work with individuals and small groups in community centers and in after-school tutorials. Hours which they devote to these activities each week for two semesters provide concurrent experience which vitalizes psychological theory. Teacher candidates learn about ghetto communities by traveling through them and by working in them. They discover that unfamiliar dialects can be effective means of communication and that aggressive behavior can be an appeal for help. Above all, they find that it is almost always possible to establish positive relationships with these children on an individual basis and they have opportunities to extend this effectiveness to the group situation.

Becoming teachers of disadvantaged children.

Study of methodology can only become meaningful in the context of the classroom. It has long been our practice to have students in the fourth semester of the education sequence spend one-half day per week for one semester participating in classroom activities in the public schools. As "helping teachers" the students observe the activities of two or three teachers, assist in distribution of materials and in maintenance of classroom routines, work with individuals and small groups of students, engage in their first attempts at team teaching with cooperating teachers, and as culmination teach part period lessons. To help students gain maximum benefit from this experience, our pilot program has established a course in general methods as a field seminar in the racially integrated schools where the students participate. This provides rich opportunities for students to interpret and evaluate their classroom experiences and to bring theory and practice into harmony in the reality of the school setting. It also orients them to the actual situation in which they will do their student teaching, since they remain in the same schools for that work.

Some criteria for effective field work experiences.

John Ruskin has said, "Education is not teaching people what they do not know; it is teaching them to behave as they do not behave." The focus of training teachers of the disadvantaged must be growth in understanding of these children and their needs. Through direct experience in field work, middle-class college students should develop the insight and empathy which will enable them to behave as effective teachers of educationally deprived children.

For greatest effectiveness, field work experiences must be selected with care to accomplish the desired educational outcomes. Such experiences need not be all positive ones. Future teachers must overcome their fear of the unknown by facing reality in the difficult school and by learning to cope with it. They should be aided in their adjustment by being prepared in advance for their encounters and by subsequent discussion and interpretation of what has transpired. Wherever possible, field work activities should be shared by students and their college instructors in order to make such discussion meaningful.

By providing a variety of planned field participation with culturally different children in school and community settings, over a period of more than two years, we may hope to effect positive attitudinal changes in our students. Their experiences should prevent future disillusionment by tempering idealism with an understanding of reality. Students should gain professional security from the development of reasonable expectations of themselves and of the children they will teach, and from success in working with them.

Above all, the combined professional training and field work should convince future teachers that *adjustment* to the problems of educating the disadvantaged does not equal *acceptance* of their present educational situation. Our students should be equipped to become exceptional teachers of exceptional children. Our educational accomplishments with the disadvantaged can only be as high as their teachers' professional achievement.

Dr. Downing is Assistant Professor of Education at CUNY Queens College.

CONCERN FOR TECHNIQUES

FIELD WORK

Dr. Charles Long

Field work in teacher education varies all the way from individual experiences in schools and communities to carefully organized and planned work experiences with children and adults in a variety of neighborhoods. When discussing quality, field work varies from poorly planned incidental contacts with the community to well organized cooperatively planned programs which are established to achieve sound goals and objectives. Field service in itself cannot be a panacea for all our education ills but such programs can make substantive contributions to the preparation of effective teachers for disadvantaged area schools. In fact, most of these prospective teachers, as will be developed later, have a much greater need for community and neighborhood centered programs than do those who will teach in more affluent areas.

Principles of effective work should include the following objectives:

> Field work experiences need to be cooperatively planned by college and community representatives. Many successful programs involve students as well in the planning process.
>
> Purposes to be achieved through field work need to be agreed upon and understood by everyone.
>
> Field experiences should help prospective teachers to develop honest appraisals of people who live out their lives under grinding oppression, poverty, miserable housing conditions, unemployment, disease, segregation and squalor.
>
> Evaluation is an important component of good field work activities especially if the evaluation is used to modify the program.

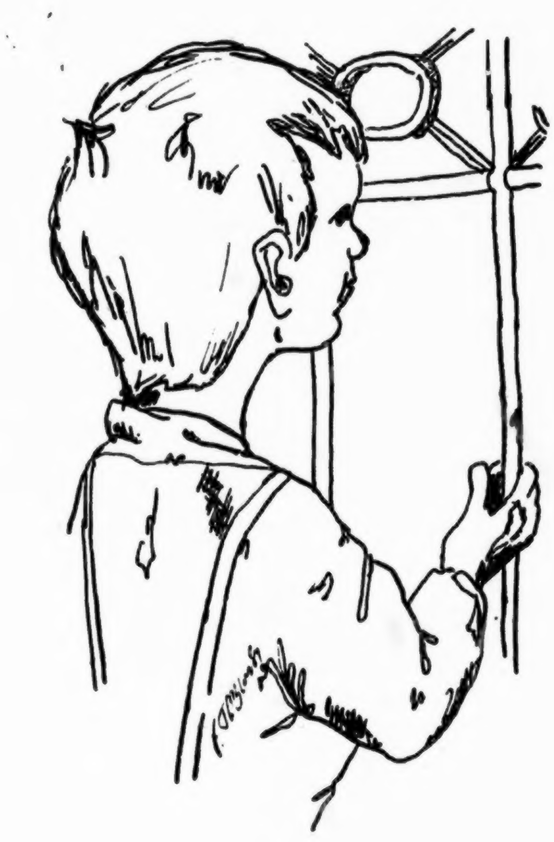
Increasing the student's awareness of his own attitudes is important for prospective teachers in disadvantaged area schools; partly this may involve field experiences which will help the prospective teacher to explode some of the myths and misconceptions about these fellow human beings who find themselves, for various reasons, enmeshed in economically deprived and segregated areas. Some of the more common and troublesome of these will be discussed in the material which follows.

Ghetto living affects children and adults in different ways. The prospective teacher needs to be constantly "on guard" against a number of myths which still have considerable currency among us. One that isn't mentioned much these days still needs to be hit. Adversity builds character—just look at this political leader, that prominent college president who came up "out-of-the-slums!" Another one which is still bandied about is "these people are just plain lazy".

This remark was made by a student who had just returned from a mid-morning field trip through Harlem. He saw grown men loitering around on doorsteps, playing cards, talking, and gazing vacantly into space. While his instructor struggled valiantly to help him see causal factors behind this behavior, he left the seminar room shaking his head and saying "why don't they go to work? That is what my grandfather did when he came to this country, poor as a churchmouse".

Another equally dangerous myth has a more romantic flair to it. "These poor people, how could anyone expect the children to do very much in school? Their homelife is very disorganized. Many of them are probably not getting enough to eat, and they are growing up on the street. We can't demand very much of them in school." A final myth which still seems to be causing considerable trouble in our schools seemingly results from stereotyping children from the ghetto. Symptoms of this syndrome are —and these are fairly accurate reports of statements made by principals and teachers—"Don't go to too much trouble with *these* children, they can't learn anyway. Don't give them an inch, teachers, or you will lose control, put them all in the slower reading groups, that's where they belong anyway. Don't bother talking to the parents, they are not interested in what happens at school."

Field work honestly and sensitively done and carried on in depth over a reasonable length of time should help students to appreciate the strengths which many children in deprived areas develop as well as the tremendous variability which is just as present in ghetto areas as it is in more affluent regions. True, our present achievement and intelligence tests seem to indicate that children from deprived areas tend to do less well than their more middle class peers, but even here some do better. Adequate field experiences sparked and guided by sensitive leadership should help students to gain a deeper appreciation. Whole group teaching methods will be relegated to the scrap heap and a more individualized type of instruction will provide avenues and optimum ground for development in the school.



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CONCERN FOR TECHNIQUES

FIELD WORK

Dr. Linden D. Summers Jr.

Recently in the *World Journal Tribune*, Harriet Van Horne challenged the way we glibly dismiss TV as aimed at the twelve-year-old mentality. She makes clear that television can do better and criticizes it for not doing so:

> "One must hold fast to a certain idealism to believe that the main TV audience yearns for finer programs . . . Well, I'm one who holds fast to precisely that view. It's easy to overestimate a man's education and general knowledge. But one must take care never to underestimate his intelligence and sensitivity. The image of modern man projected by TV is—to borrow Emerson's phrase—'the dwarf of himself.' Perhaps this is the medium's darkest sin; it hasn't tried hard enough to make the common man uncommon."

We believe students, too, possess untapped potential. The failure to actualize it produces not only a rejection of the educative process, but denial of the validity of *any* educational experience. Given the realities of a ghetto existence, a life limited by dim horizons and experiences blunted by cynical exploitation or rejection, the qualities we value—intelligence, curiosity and sensitivity—are hardly to be cultivated. Buried deeply by the all too-human skill at self-protection, unvalued or at least under-valued, a potential for growth is easily denied.

Many have come to realize that the tactics utilized to mobilize such forces are self-defeating. We must question our purposes; there are, in many rehabilitation programs, a disparagement of, or outright attack on, either the values of the disadvantaged youngster or on his very existence. That such assaults may be subliminal makes them no less effective.

Our programs typically operate on the logically appealing but nonetheless questionable assumption that the purpose is to overcome a deficit inherent in or acquired by the child. This leads to well-meaning but often fruitless remedial efforts. The underlying rationale is validated by selectively demonstrating the gains made by outstanding individuals. Likewise, the experiences of Peace Corps teachers and others in educational programs in underdeveloped countries demonstrate dramatically that given an opportunity and the correct experiences the subjects will respond avidly. The analogy is false; their clientele may be "disadvantaged" but they have not been by their society "deprived". Herein lies the vital difference. We assume that the task is simply to get something into their heads.

The Interaction Between Teachers and Children

The "interactionist" interpretation (Edmund W. Gordon, Martin Deutsch and Bert Brown) offers an alternative means of defining the problems, a framework in which we can examine the relationship between teacher and student. It suggests assessing the impact of the latter on the former, an aspect frequently ignored.

Is there evidence to warrant consideration of these aspects? David Gottlieb's findings emphasize the discrepancy between goals held by Negro high school students and their teachers. Such dissimilarity is not likely to encourage the students in seeing their teachers as effective or interested. Add Allan C. Ornstein's impression that many teachers in "difficult" schools fear their students, responding with caution and apprehension to their teaching environment. Add the recurrent findings of value discrepancies between middle class teachers and culturally-disadvantaged students to draw a picture of the two groups brought together with varying degrees of reluctance on a common ground. Our task is to prevent this common ground from becoming a battleground.

The Battleground Becomes a Common Ground

In training teachers our program makes deliberate use of boys who've openly rejected education. Trying to rekindle their interest in education, we also make use of their school experiences to help our prospective teachers. We emphasize this role by defining them as consultants to the Teaching Intern program and carefully outlining their responsibilities. In reviewing their past school experiences they may "teach" the intern how to handle such encounters. The informal setting in which they meet helps them to come to know and understand one another. Discussion and appraisal of such incidents are the principal topics of their sessions together.

Their "solutions" tend to be as pat and unrealistic as those given by other experts, but the process is mutually beneficial. "Insightful" the interns label the experience of hearing a boy relate with growing objectivity his own past trials. Typically the self-protective defensiveness of his account, be it a boastful denial of negative impact or a seductively pitiful tale, is rather quickly dropped. As both look at the boy's experience, the boy, often for the first time, comes to see it in relation to his own changing goals and interests.

The contribution to the professional education of the interns is intangible. But its impact is clear. Unlike pleasant, polite middle class kids, these boys put the intern right to the wall. When a boy who's been thrown out of school for assaulting his teacher or "punching out a principal" asks "Why are you helping me?" it's far more challenging than a seminar discussion on needs of disadvantaged youth. Such boys won't accept the pat cliches. Demanding to know "What's in it for you?" they raise, and pursue assiduously, issues vital to the prospective teacher's understanding of his Self. "Why am I doing this?" becomes a frequent topic of examination. It's a penetrating, abrasive inter-action but it forges convictions in the interns. Though their "understanding" may be incomplete, they develop genuine regard for the boys, replacing maudlin sympathy with healthy respect.

To achieve an increased appreciation of their own resources in dealing with students who've rejected learning is essentially a conative and affective, rather than cognitive, learning. The positive impact on the boys is perhaps best explained as a phenomenon akin to the gains in reading by high school underachievers tutoring elementary age disabled readers. Beyond that, we feel an essential ingredient may be the demand we place on the boys—to act responsibly, contributing to an important endeavor: the education of teachers. We expect a lot of these boys; given the honest opportunity, they respond. Can it be that we teach them in much of their life experiences that they are inadequate?

Dr. Summers is Associate Professor and acting university counselor and director of the Colgate University-Camp Brace Program at Colgate University.

CONCERN FOR TECHNIQUES

FIELD WORK

Dr. Marshall J. Tyree

Field work has been endowed with a charismatic quality and has been ranked as the *summum bonum* of some teacher education programs. When field work is viewed in this way, it leads to an uncritical acceptance of its desirability and to charge of heresy if one dares to question its unqualified goodness. I shall risk the charge of heresy by raising some questions about the place of field work in teacher education programs. I do this not in an attempt to discredit such activity, but to suggest ways in which its value can be enhanced.

The first questions to be asked are similar to those that should be asked about all of our activities: What do we hope the students will achieve by their engaging in field work, and what is the probability that the designated field experience will contribute substantially to the achievement of that objective? If we pose these questions with respect to field work with disadvantaged children, and answer them honestly, some laudable objectives may have to be abandoned.

If we wish our students to learn to work successfully with disadvantaged children and seek field experiences which will contribute toward this end, we are confronted with the formidable problem of finding a sufficient number of places where successful programs are operating. If we find a few successful programs, we may wish to ask how representative of the population of disadvantaged children is the sample in the program. We may discover that selection factor—either self-selection or institutional policy of selective intake and retention—bias the sample. Further, we may hypothesize that the success of the program—however success is defined—may be dependent upon the operation of these selection factors which are inoperative in the disadvantaged schools in which our students will eventually teach. If we find this, the field work in such situations will fail to provide a realistic experience of working successfully with disadvantaged children possessing the range of abilities, temperaments, aspirations and problems our students will encounter as teachers. To the degree that this is true, its value as a vehicle in attaining this objective is vitiated.

Dr. Tyree is Professor of Education and director of student teaching at New York University.

Field work, of course, does not exist independent of other components of a teacher education program. This raises another question to be answered: What should be the relationships between the students' experiences in the field and experiences in the college classroom? The question might be glibly answered by suggesting that they should supplement each other. The ambiguity of such a response is not very helpful. Some would answer that the students' experience in what one university calls "the real world" should provide the grist for the academic mill. Others would object to this on the grounds that such an arrangement would be like the tail wagging the dog and that the function of field work is to make the theory taught in the college classroom relevant.

Both of these approaches present problems which need to be thought through. The "real world," in spite of its alleged shrinking, is a pretty big item for our students to deal with on a first hand basis. The best they can do is to become acquainted with a piece of it. Unless care is taken, classwork which is dependent upon field experiences for its content may become a way of maintaining the *status quo*, of producing teachers with a parochial viewpoint, bereft of a logically organized body of knowledge which is a hallmark of a profession. On the other hand the administrative difficulties, in the absence of a demonstration school, of finding and synchronizing field experiences to illumine and make more meaningful a disciplined, systematic approach to working with disadvantaged children are awesome.

The questions raised in this statement, I think, defy easy answers. Our inability to answer them conclusively, however, should not lead to the removal of field work from teacher education programs. Nor should it lead to ignoring the questions and institutionalizing field work as a ritual we uncritically endorse. It seems to me that we should grapple with these questions and modify the field experiences required of our students in terms of the partial answers we have. I should like to suggest two modifications as a more positive contribution to this discussion than I have made thus far.

First I should like to suggest that field work place heavy emphasis upon what most of us feel is the central aspect of the pedagogical encounter—the interaction between the teacher and the learner. Interaction, of course, implies a reciprocal relationship. In the past we have been more explicit about our desire to have the student understand the nature of the learners with whom he is to interact than to have him understand himself as a participant in the process. It seems to me that one value of field work not fully exploited may lie in the opportunity for the student to learn about himself, to break through the layers of polite speech and fashionable platitudes and discover how he really feels about disadvantaged children. And in our urban setting this frequently means how he feels about Negro children and Puerto Rican children. The emphasis in field work should shift from the student's preoccupation with the behavior of the child to *his* behavior and what lies behind *his* actions and reactions in working with disadvantaged children. In this connection field work may be considered primarily as an extension of sensitivity training.

Finally, I would like to suggest a modification in the supervision of field experience. Perhaps it would be more accurate to say that I am suggesting an inauguration of supervision of field work. If field work is to be related to educational objectives and carefully selected for the probability of fulfilling these objectives, if field work is to be relevant to theory and to clarification of students' attitudes, then the teacher education institutions must take responsibility for helping *its* students to use the field experience *it* has designed to achieve objectives *it* considers important. We cannot continue to abdicate our responsibility in this regard.

If field experience can be made as good as we can make it, it will deserve the best we have to offer in time and talent and money.

FIELD WORK

Discussants:

Prof. Sophie Elam

Dr. Eli Seifman

Dr. Elliott Shapiro

SUMMARY The panelists were agreed that disparity exists between the experiences of the teachers and those of ghetto children. This disparity seemed to pose the **need of crashing the communication barrier,** and one panelist wondered whether teachers should be taught the language of children. In any case, it was argued that direct involvement in the real life of the community was needed. It was wondered whether there were educators who can enable students to understand the nature of their own responses to the children and to the adults in their school and community environments. Another panelist pointed out that teacher education has been a failure and that this failure should cause us to question our own sincerity, for our sincerity is questioned in any case. A fourth panelist asked us to consider our own hopes about what the students will receive from us. He noted that this could be limited to an examination of any experience, so that one could ask a question, "What will this experience give to the students?" It was felt that this was a formidable problem, for it was questioned whether sufficient representative learning experiences could be developed. **Heavy emphasis was placed on the interaction between teacher and learner and it was also stressed that teacher training institutions must take responsibility for developing a thoroughness of supervision that does not exist at present.**

A discussant stated that a chaotic situation exists in agencies because they are not geared to having student teachers. She urged that colleges should step in to make some order out of the chaos, for the field work, for the most part, has been "messy, incoherent, and disorganized." This discussant agreed that interaction is necessary and that this interaction depended on learning about the child's life; his style; and his pattern of coping. The student should be recognized as a mid-point between the parent and the teacher. This offers certain advantages that have been ignored.

Another discussant asked the question. "If, then why not?"
He wondered whether field work does actually relate to course work and further asked whether one could articulate all the courses. He questioned the attitude behind the phrase "these people". He felt that the question had not been taken seriously and closed with a further question, "Why isn't field work taken seriously by the college?

Discussants from the floor felt that if there was a single element of the highest importance, it would be teacher attitude. It was also questioned and doubted whether any single element really existed. One discussant asked the provocative question, "Just suppose the young people in Fort Lauderdale were Negroes? Would not those incidents have been evaluated less sympathetically?" Other discussants from the floor agreed on the need for interaction and that **education through field work, though very promising, has been less than successful.** One discussant from the floor noted that **involvement is a threat to the establishment which in turn develops pressures on those who indicate a desire to become involved. He questioned the willingness of the field work supervisors to confront their establishments to the degree that would be necessary for developing protection of the students from retaliation.**

REACTION The panelists and discussants were in general agreement with the possible exception of the acceptance of the challenge of the last discussant. **This reactor feels that this challenge should be accepted and that, failing this acceptance, the interaction that everyone asked for cannot be achieved.**

CONCERN FOR TECHNIQUES

INSERVICE EDUCATION PROVIDING POST-INSTITUTE CONTINUITY

Dr. Shelly P. Koenigsberg

One of the suggestions recommended for improving teacher education for the disadvantaged, based on several experiences here at Yeshiva University, is a follow-up or post-institute continuity. The term, as used here, refers to the activity of inquiring—after the event—about the nature of the results of the event and/or about the action taken because of it. The events drawn on for this presentation are three carried on under Project Beacon—Yeshiva's school-wide commitment to improving education for disadvantaged youth.

During 1965-66, Prof. Doxey Wilkerson directed a teacher institute on individualizing instruction for classroom racial integration in two elementary schools in New York City. In the spring of 1966, I coordinated a conference on the theme, "What University Professors Can Learn from Classroom Teachers" in improving teacher education for disadvantaged pupils. In the summer of 1966, Dr. Julian Roberts directed an NDEA institute in which participants learned about and learned to implement Dr. S. Alan Cohen's reading skills center techniques to improve the reading and comprehension skills of disadvantaged pupils in language arts, grades 7-9.

Types of Follow-Up

After Dr. Wilkerson's institute—to further school integration by helping teachers to develop certain specified understandings, attitudes, and abilities deemed important in adapting instruction to the varying needs of these pupils—follow-up activities consisted of 1) analysis of participants' responses to a series of end-term evaluative questions; 2) observation of a sample of the participants in their classrooms; 3) interviews with a sample of the participants; 4) interviews with the principals of the two schools and the district superintendent; 5) informal discussions with several community leaders; and 6) collective appraisal by the instructor, consultant, and director of the extent to which the stated aims of the institute were achieved.

As a follow-up of the Spring 1966 conference, a group of us are engaged in preparing a questionnaire which we hope we can send to the classroom teachers and university professors who served the conference as consultants, to inquire of them—one year later—what innovations or modifications they have instituted as a result of their participation in, and learning from, the conference. At the end of the conference itself, teachers and professors were asked to complete a questionnaire that asked their opinion about the conference organization, the personal interaction created by the conference and the achievement of the stated aims of the conference. These were reported in a chapter of the published proceedings. Following the NDEA institute, Drs. Roberts and Cohen visited in the classrooms of the teachers who attended the institute and talked with their principals. It is clear that a follow-up, or post-institute continuity, may take several different forms.

Dr. Koenigsberg is Associate Professor of Education and coordinator of teacher education at Stern College for Women of Yeshiva University.

Purposes of the Follow-Up

The purposes of a follow-up are two-fold. One purpose is evaluative: to determine what resulted as a consequence of the activity engaged in. To what extent were the stated aims of the activity achieved? In this activity, or its organization, what were or are the most appropriate and/or effective ways of achieving the set aims? The second purpose is a feed-back or reporting knowledge of the results to the participants—in keeping with the educational principle that students learn what they practice when they see the results of their practice.

Values of a Follow-Up

The values of a follow-up may be enumerated in two categories: those that concern the individual participants and those of assistance to the sponsoring institution. For the individual, there can be another level of involvement in the learning process as he evaluates the experience he has been through. Dewey's concept of democracy as participation also inheres in this involvement. Secondly, there is encouragement. In the working locus to which the individual has returned, there remains the feeling of a lingering relationship and there has developed the knowledge that the institution continues as a resource, if the individual wishes to draw on it. Thirdly, the support of the institution can help soften the resistance in the local school to the learned changes the individual wishes to implement. On the other hand—and fourth—the individual who knows he is to be visited by former faculty feels, "I'd better be doing something about what I learned when they come to see me!" Or perhaps, the individual may feel, about his school, "They won't let me" or "We don't have the equipment or the space or resources that were present at the summer institute." Outsiders, such as visiting faculty, can help to free that perception or can point out resources that *can* be drawn on, modifications that *can* be instituted. In follow-up visits, NDEA faculty discussed with local school principals how better to use the newly-learned skills of institute participants and involve still other teachers. And they discussed needed modifications within the school to carry on the reading clinic activities learned about the previous summer.

All in all, a follow-up can render the learning even more effective, can lead to additional learning, and can provide a frontal assault resulting in change.

A follow-up may also be of assistance to the sponsoring institution. It can point to the success or lack of success in achieving the stated aims of the program, in applying theory to practice. It may indicate needed changes in materials, methods, processes, organization and thus give direction to the institution as it plans further action. It can demonstrate creative innovation by teachers who have returned to their schools which was not thought of previously but which when shared can be of assistance to other participants. An evaluation of what was actually done can help determine how to spend available money. As Berton Kaplan wrote (in the January, 1965 issue of the *Journal of Social Issues* on "Social Issues and Poverty Research"), ". . . without efforts in this direction (evaluation) literally billions of dollars may be spent without anyone knowing what works, and, what is perhaps more frightening, without our being better equipped to contribute to the next round of mass change efforts."

Thus we achieve a broader perspective on our programs. For those involved in post-institute continuity can learn better how to organize, implement, or use the activity, can evaluate it, can encourage or precipitate action, and can determine what to modify, what to discard, what to incorporate into future action to achieve the stated purposes of our programs.

CONCERN FOR TECHNIQUES

INSERVICE EDUCATION
PROVIDING SUPPORT FOR THE NEW TEACHER

Dr. Eugene Bucchioni

Dr. Mary Rita O'Hare

This is a report on an urban education project designed to give support to a group of first-year teachers in schools in disadvantaged communities to reduce the rate of teacher drop-out. The project emerged from a proposal submitted to the Center For Urban Education by Milton J. Gold, Director of Teacher Education at Hunter College and Martin Silverman, principal of P. S. 33, Manhattan.

When the college personnel approached their assignments in five selected public schools in the Southeast Bronx, their modus operandi in terms of their respective disciplines, involved a non-structured approach to a highly-structured situation, a situation that would probably involve resistance to innovation and change and blockages in communication. Their previous relevant experience and ad hoc procedures specifically designed for the project aimed at giving support to new teachers without cutting off communication with the administrative and supervisory staff of the school and without intensifying resistance.

A sociologist with extensive work in elementary education and in programs of compensatory education was assigned to one school to give support to five first-year teachers. Another professor having strong background in group dynamics and sensitivity training as well as extensive work in elementary curriculum and methods was assigned to four schools with 20 teachers. A clinical psychologist with wide experience in the schools and formerly with the Bureau of Child Guidance worked with all 25 participating teachers.

Graduate courses expressly oriented to the project were given in one of the project schools. The clinical psychologist developed a course Advanced Educational Psychology while the sociologist and sensitivity trainer collaborated in the teaching of a seminar Problems of Elementary Education. Currently, courses in Advanced Studies in the Teaching of Reading and Language Arts and School and Community are being conducted.

Initially, the sociologist helped the first-year teachers explore their anxieties and problems through causal analysis of their problems and extensive class visits in order to analyze styles of teaching and their impact upon the structure of the class and classroom control. Functional analysis was employed to help the teachers examine the unintended dysfunctional consequences of traditional procedures and prescribed methods. This analysis contributed toward the modification of their teaching styles and procedures with considerable improvement in classroom control and management. The program then moved to the improvement of instruction. Analysis of the curriculum was undertaken in terms of its relevance and significance to disadvantaged children, then in terms of ideological content that involved values and norms alien to the children. At this point, new curriculum themes drawn from the life experiences of the children were introduced and the teachers began to explore motivational procedures and teaching methods and materials that would contribute to raising the levels of aspiration of the children and to clarifying and reinforcing their sense of identity.

The sensitivity trainer suggested to principals, assistant principals and teacher trainers that a sensitivity training group experience be offered to all first-year teachers on a school-wide basis and to the personnel involved in their orientation to the school. This sensitivity training experience deals with personal encounter in such ways as to create dialogic and responsive relationships in which teachers became aware of their feelings and the effect of their feelings and behavior on others in relation to the phenomenon of group development where the group becomes the medium of behavioral change. It was hoped through this experience that teachers would have emotional learnings and intellectual insights to enrich their own lives and would enable them to work more effectively with their classes and faculty groups.

The clinical psychologist conducted conferences with the participants in which a case-study approach was employed to study individual children who were defined as problems by their teachers. She visited classrooms where she gathered relevant data for later analysis in group and individual conferences. It was hoped that this procedure would develop the psychological insight and sophistication necessary in the effective teaching of disadvantaged children.

Additional recommendations for the improvement of in-service education:

> College personnel ought to have part of their college programs devoted to service in urban schools in order to come face-to-face with the reality of teaching in disadvantaged urban areas and to help facilitate change in such schools.
>
> Current school practices in teaching methods and curriculum, prescribed and recommended by the school system and college faculty, must be reexamined and modified against the perspective of the social and cultural milieu of disadvantaged children.
>
> Appropriate modifications should be made in administrative and supervisory practices when they are inhibiting and repressing in the introduction of first-year teachers to urban schools.
>
> Programs similar to this one, where college teams representing different disciplines and a diversity of direct experience in the schools become an integral part of the school structure, ought to be expanded to additional schools in disadvantaged areas.
>
> College faculty members in teacher education programs ought to be prepared for their course work and possible in-school service through seminars concerned with the problems of urban education and sensitivity training.
>
> Frequent joint meetings of school and college personnel should be held to explore and to resolve conflicting interpretations concerning their appropriate functions, roles, and objectives. Conflicts and contradictions that emerge from discrepant philosophies of teacher preparation and inadequate communication should also be examined.
>
> Functional analysis, case-study approaches and sensitivity training ought to be explored further as techniques of helping first-year teachers. College personnel ought to train key school people in these procedures and their application in orientation and in-service programs.
>
> Graduate courses should be offered in the public schools by teams of college faculty. This will provide mutual support and sharing of experience, cross-fertilization of ideas, examination of different teaching styles, obtaining of feedback about personal behavior and collaboration in the development and classification of objectives and appropriate approaches to working in the schools.
>
> If in the future similar projects are developed, school and college personnel ought to collaborate in planning, be involved in the presentation of graduate courses and other supportive activities for first-year teachers.

Dr. Bucchioni is Assistant Professor of Education at CUNY Hunter College.

Dr. O'Hare is Assistant Professor of Education at CUNY Hunter College.

INSERVICE EDUCATION

Discussants:

Dr. Earle E. Flatt

Dr. Walter Murray

Dr. Helen F. Storen

Dr. Jonah Margulis

SUMMARY Dr. Flatt selected the "follow-up" as an important aspect of any inservice program. Too frequently new teachers receive relatively short inservice training and no subsequent help from college personnel. Each teacher participating in inservice training experiences must receive help to enable her to put new ideas into practice in the classroom. Often college personnel curtail or, what is worse, discontinue "follow-ups" too soon.

Dr. Storen said that "hand holding" is important for new teachers. Queens College has a project which attempts to overcome the failures of the local school system to oversee the new teacher. They used the team approach helping three teachers for two hours each week for three years. The team, a coordinator from the city schools, a guidance director, a psychologist, four staff members from the college, and the teacher studied one child a week. Since the children were in each of the three teachers' classrooms, each of these teachers was able to profit from the team visits. Teachers were aided in revision of curriculum for these children. It was recommended that this type of program be utilized in all target area schools.

Dr. Murray pointed to the types of problems facing the first year teacher including:

Concept of discipline is at variance with that of the mental hygienist. New teachers need help with discipline.

Lack of support by administrators for many day-to-day problems in their teaching.

They are concerned with grouping for each subject.

Lack of adequate models on the part of peers who have been teaching a long time in terms of dedication is, perhaps, the biggest professional deficit.

Inherent in any inservice program must be opportunities for professional growth.

Elimination of the myths, i.e., disadvantaged children and their parents are not concerned with learning.

Dr. Halliwell noted that since pressure for more liberal arts courses and fewer professional courses is increasing, teacher colleges must change procedures. As colleges turn out graduates, they should follow them with inservice programs since "it is folly to believe that we have a finished product". With reference to the Jablonsky report, it is disturbing to note that some teachers indicated that supervision by their own administrators was insufficient. In what ways should school administrators and supervisors be functioning? Concrete strategies should be employed to ameliorate the situation.

Dr. Bucchoni said that the objective of his project was to prevent new teachers from resigning. The philosophy of these projects is that new teachers and their pupils could relate to fewer people for action. The fewer persons that these new teachers have to relate to, the better. Close association with few people eliminates complications.

"Principals themselves should decide what they can do for the new teachers." New York City will attempt to train 3000 teachers this summer. "Who will provide the inservice training for these 3000 new teachers?"

". . . The Center for Urban Education (CUE) is trying different ways to support new teachers by providing inservice activities by means of aid from a specially assigned assistant principal, use of a master teacher, involvement of a team from a teachers' college, and direction from a college instructor."

"Many teachers who were trained last summer said that if it were not for help they received from the inservice program, they would not have remained in teaching." "Principals and assistant principals are so loaded down with administrative responsibility and with an increasing involvement in the community that they are finding it less possible to spend time on new teacher training."

The single element that appeared in each of the projects discussed was the availability of interpersonal contact with an authority figure to whom the new teacher could relate.

REACTION Inservice education of teachers, either before their assignment to the classroom or after they have been in the classroom for some time, has become a feature of many large city instructional programs. It supplements the formal training each teacher has received or serves as opportunity to fill gaps caused by inadequate training or loss of contact with newer developments.

Many large school districts faced with deficits in staff have moved toward the practice of providing inservice programs. All such programs have evaluation problems attached. It is difficult to determine what, if any, effect the program has on participants in the classroom and to determine what is needed in an inservice program to meet the needs of teachers of the disadvantaged.

Dr. Koenigsberg's paper describing an evaluation procedure which attempted an intensive "follow-up" of an inservice program offers some good suggestions for evaluation and feed back. The difficulty unsolved in such an approach is the resistance of administrators and staff to having college personnel closely observing in classrooms. Such intensive on-the-scene efforts seem to be appropriate and helpful to the success of inservice programs.

The Bucchioni and O'Hare paper presented an innovative program of in-school visits by college personnel. This offers the advantages of exposing such persons to disadvantaged schools, a rare experience for many, as well as giving teachers an opportunity to obtain support from persons who are neither peers nor direct supervisors.

Taking a more critical view of the papers and the ensuing discussion it is obvious that **inservice programs must be evaluated to determine their effectiveness.** As to college personnel involvement, there appears to be some reasonable doubt as to the effectiveness of many college-based programs in view of the lack of exposure to classrooms of disadvantaged children.

In my own school district (Buffalo) we have found that **inservice programs which are planned by persons familiar with classroom problems and the nature of the teachers of the disadvantaged are superior to programs planned by college personnel.** The most effective role for the college specialist is as consultant and lecturer where the specialized knowledge he possesses can be tapped. Implementation of inservice programs is best left in the hands of persons most familiar with the needs of the teachers of the disadvantaged. College personnel do not have this sort of familiarity and this limits their effectiveness.

CONCERN FOR TECHNIQUES

INSTRUCTIONAL RESOURCES AND EQUIPMENT BOOKS

Dr. Patricia Albjerg Graham

Given such an imposing array of "instructional resources" as appears on the program for this section of the conference, one is hesitant to suggest the use of such old-fashioned material as a book, particularly in this period which Marshall McLuhan tells us is a "post-literate society." Nonetheless, convinced as I am that we are not entirely "post-literate," I would like to suggest some kinds of books and some examples of each that may be useful in preparing young people to teach in ghettos. I have assigned almost all of them, either as required or supplemental reading to my students at Barnard College.

Miriam Goldberg, Patricia Cayo Sexton and a number of others writing on the problems of the ghetto child have argued that the key problem of teachers in dealing with children in these areas may well be their frequent resentment of lower class youngsters and their low expectations of their abilities. Our problem, then, is to find ways to eliminate the resentment and to elevate the expectations. The solution will be found, I think, in increasing the teachers' knowledge, understanding and appreciation of the youngsters and their culture.

The Culture of Poverty

This "culture" of which I speak is that which Oscar Lewis describes so clearly in *La Vida* as the "culture of poverty," pointing out that probably about 20% of the population in poverty, defined economically, have characteristics which would justify classifying their way of life as that of a "culture of poverty." Lewis isolates four characteristics of this subculture: lack of effective participation and integration of the poor in the major institutions of the larger society; a minimum of organization beyond the level of the nuclear and extended family; the absence of childhood as a specially prolonged and protected state in the life cycle; and a strong feeling of helplessness, dependence and inferiority among the individuals.

Important as this anthropological-sociological approach is as an analysis of ghetto life, it is not sufficient for our young teachers. The demands upon them are much greater than a mere academic knowledge of the sociometrics of community. What they need is an empathic understanding of the children with whom they will be working that will never be provided by a theoretical discussion of the culture of poverty. Neither will a list of eighteen characteristics of children in disadvantaged areas prepare a teacher viscerally for the problems—and the delights—of the youngsters in a Harlem junior high school.

Books as Vicarious Sources for Learning

To gain this greater understanding and appreciation of these children, I think that the best vicarious source is literary materials. Claude Brown's *Manchild in the Promised Land* has become a best seller among the college generation, and whatever view the literary critics may have, college students, future teachers among them, find it enormously compelling. For our purposes its importance—and that of most of the other books I will mention—is not literary but rather the ability of these books to evoke a positive response in their primarily middle class readers, to give them a glimmer of what life in a "disadvantaged area" is like. Other books capable of arousing such a reaction are James Baldwin's collections of essays, *The Fire Next Time* or *Nobody Knows My Name*. Here are two young men, who—to put it in their idiom—"made it" in the Negro ghetto. The majority, of course, do not, but our concern is aiding the teacher to help raise the aspiration level of the youngsters so that the proportion who do "make it" not solely as authors or lawyers will be significantly higher.

Autobiographical statements of less successful—but just as articulate—slum dwellers are those of Puerto Ricans in New York and San Juan recorded by Oscar Lewis in *La Vida*. Here one finds described a life pattern totally alien to most beginning teachers, but one quite common to a substantial portion of their students. Accounts, such as Ralph Ellison's *Invisible Man* and James Baldwin's *Another Country*, qualify as fiction by a literary standard but their truth for our purposes is considerable. The picture of the Negro college president in *Invisible Man* is that of a rapidly diminishing type, fortunately, but one of which those of us in the white world are often quite ignorant.

Selected Magazine Articles Provide Insights

Non-fiction works about youngsters and school life in the "disadvantaged areas" are also useful. Among the best are Nat Hentoff's portrait of former Harlem principal Elliott Shapiro, which first appeared in the May 7, 1966 *New Yorker* and which has recently been published as *Our Children Are Dying*. Neither Hentoff nor Shapiro minimizes the difficulties of the children in the school, but the intelligent devotion of Shapiro to his pupils is apparent throughout the essay. Another *New Yorker* article, "Junk" by Robert Rice, which appeared in the March 27, 1965 issue, chronicles the dope-ridden society of a small group of boys living on the Lower East Side of New York City. Although we are told that dope addiction among Negroes is decreasing, the problem is still great enough for our future teachers to become better acquainted with it than they generally now are. A final *New Yorker* piece recounts the experience of youngsters from a very different "disadvantaged area," in this instance Bean Blossom High School in rural southern Indiana, on a trip to New York. This classic by Lillian Ross, "The Yellow Bus," appeared in the August 20, 1960 issue, and is valuable for our purposes not in what the Hoosiers thought of Rockefeller Center but rather in their perception (and Lillian Ross's) of their lives at home. This is a disadvantaged area which has had relatively little attention, one that does not fit Lewis's "culture of poverty" but one for which many teachers are not prepared.

Mary Frances Greene and Orletta Ryan return us to the urban ghetto in their collection of vignettes based upon their elementary school teaching in Harlem, *The Schoolchildren*. James Herndon gives us a semi-fictionalized picture of junior high school life in "The Way It Spozed to Be," which appeared in *Harper's* in September, 1965. E. R. Braithwaite has described children of similar age and social background but in London in *To Sir, With Love*. I cannot conclude a discussion of the literature of the ghetto without reference to Bel Kaufman's *Up the Down Staircase*, whose principal value, I believe, is the author's sense of humor, certainly one of the most important qualities a beginning teacher can take to a school in a "disadvantaged area."

Dr. Graham is Assistant Professor of Education and director of the teacher education program at Barnard College.

CONCERN FOR TECHNIQUES

INSTRUCTIONAL RESOURCES AND EQUIPMENT BOOKS

Dr. Ethel Wilhelm

Bases for Recommendation

In stressing books as a vital part of training teachers of the disadvantaged, we are under no illusion that many hours "curled up with a good book" in pleasant surroundings are a substitute for even a few hours of direct contact with the disadvantaged child in his own environment. We do believe, however, that to allow the future teacher to experience this initial encounter without adequate background information is basically wrong.

We believe, with Kenneth Clark, that the success or failure of a teacher to work effectively with children depends on how he feels about them. In working with the disadvantaged child, he is likely to feel hostility, pessimism, or cynicism "based on conscious or unconscious transmission . . . by parents, other adults, peers, or the total society; lack of knowledge; authoritarian personality; a traumatic experience; or a social milieu or situation that fosters intergroup hostility and supports discriminatory behavior." (Gertrude Noar, 1963.)

If, as we know, the effectiveness of any learning is dependent on readiness for that learning this principle is no less true of *learning to be a teacher*. Readiness in this case is based upon learning (1) the culture of poverty—its causes, effects upon children, and the responsibility of the teacher for reaching these children; (2) the truth about these children as a substitute for the frequently baseless generalizations such as their laziness, lack of cleanliness, poor ability, criminal tendencies, etc.; (3) the need for a change in the approaches, methods, materials, and evaluations in teaching them.

Guidelines for Implementation

In providing information to insure teaching readiness, we believe the first step is a program of carefully selected readings. This should begin in the very first education courses and should be an integral part of the entire program.

Currently we believe that two books achieve this end especially effectively. The first, *The Teacher and Integration* by Gertrude Noar, published by the NEA, 1966, presents in a lively, readable style, insights and information as an antidote for the Negro stereotype, supported by a variety of suggestions for their application in the classroom. The second, *The Inner-City Classroom: Teacher Behaviors,* edited by Robert D. Strom, published by Charles E. Merrill Books, Inc., 1966, contains essays by ten specialists who focus on those aspects of teacher behaviors that facilitate success in the inner-city school. They stress the modification of educational practices that must accompany necessary changes in teacher behaviors. Typical of the vital problems discussed are "Diminishing Teacher Prejudice," "Overcoming Value Differences," and "Improving the Pupil Self-Concept." Substituted for the latter title might well be *The Culturally Deprived Child*, by Frank Riessman, Harpers, 1962.

Our criteria in selecting these and other readings are that they be specific, concrete, relevant, and above all intelligible to the layman. Selections couched in "pedagese" are automatically excluded in an effort to convince students that readings in education need not be vague nor dull. They should rather generate free and lively discussion both in and out of the classroom and stimulate the desire for further and independent reading. If a loss of some teacher candidates results from the information they acquire, their loss at this early stage must be construed as strengthening rather than weakening the teaching profession.

To foster wide, independent reading, the education faculty suggests books that meet the previously stated criteria. These readings fall into various categories. *Books that afford a realistic picture of the economic, social, and cultural background of the disadvantaged child* include such readily obtainable paperbacks as *The Other America* by Michael Harrington, Penguin, 1963. It presents a clear-cut analysis of the "culture of poverty," entrenched by the present social, economic and political structure, and its resulting shameful degradation of the victims for whom escape from the vicious poverty cycle is virtually impossible without aid The plight of the Puerto Rican is forcefully described in *Spanish Harlem*, Harpers, 1965, by Patricia Cayo Sexton. *Manchild in the Promised Land* by Claude Brown, *The Shook Up Generation* by Harrison Salisbury, *Slums and Suburbs,* by James B. Conant, and the hard-covered *Dark Ghetto* by Kenneth Clark are some of the selections in this category.

Books that offer specific helps in school and classroom problems include: *Teaching in the Slum School,* by Robert D. Strom, published by Charles E. Merrill Books, Inc., 1965. Concerned with factors that influence failure or progress in the classroom, it emphasizes the need for understanding the child and adapting methods to his needs. *Teaching and Learning the Democratic Way* by Gertrude Noar recommends unit teaching especially at the junior high school level as a desirable method both of providing information that will overcome group barriers and affording each participant a chance to shine. *Teaching Disadvantaged Children in Pre-School* by Carl Bereiter and Siegfried Engelmann, Prentice-Hall, 1966, describes innovative, specific procedures in introducing music, arithmetic, reading and other language arts concepts.

A symposium in the June 1965 *Journal of Teacher Education* deals with "Teaching and Teacher Education for the Urban Disadvantaged School." Organized and compiled by Harry N. Rivlin, it includes approaches, organization, and successful ways of dealing with problems.

Two *pertinent novels* that afford a popular springboard for discussion are *Up the Down Staircase* by Bel Kaufman and *To Sir, with Love* by E. R. Braithwaite. Both bring hope, buoyancy, and humor to a situation often pictured as completely hopeless and joyless.

Expected Outcomes

Outcomes of this reading program will, we have reason to believe, provide the kind of knowledge that should enable the teacher candidate to make his initial entrance into the inner-city classroom with some degree of readiness. Such readiness, we hope, will lessen the shock of the unexpected for the student teacher, and increase the likelihood of the beginning teacher's accepting assignment in the inner-city school. To adapt a well-worn proverb, "The devil you know seldom turns out to be a devil after all."

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CONCERN FOR TECHNIQUES

INSTRUCTIONAL RESOURCES AND EQUIPMENT

CLOSED CIRCUIT TELEVISION

Dr. Rose Mukerji

Television *is* "the scene." It is one powerful dimension of our electronic age which, according to McLuhan, shapes both the content and the consumer. It does so with its all-at-once environment, with its multi-sensory impact.

How can educational television move toward greater realization of its potential? More specifically, how can it increase its impact on teacher education, especially for teachers of disadvantaged children?

To begin with, we can determine the focus from which to tackle the problem. I believe our focus should be on the wide socio-educational system and therefore on the total community population engaged in the educational enterprise. A wide-angle view will illuminate four basic relationships in the education of teachers for the disadvantaged within a socio-educational system. They relate to instruction, to supervision, to administration, and to the community.

First, in relation to *instruction*. Video field trips can provide the multi-sensory impact of the reality of poverty, much in the manner of *cinema verité*. They can be the bases for significant study in an area where true encounter is virtually impossible for most teachers. Television can bring together, in time and place, the gist of dynamic programs that are relevant to the lives and aspirations of the disadvantaged. Then, too, those preparing to teach can view well produced television programs from across the country such as those which provide models that help inner-city children identify positively with them or those which tie together language and expanded experience emphasis with improving self-concepts.

Television as a preview channel for audio-visual and other instructional materials is efficient, effective, and mercifully time saving. Television as a medium of instruction might be investigated to determine what images a child has of personalities, of places and of cultures seen only on television. Certainly, the effective use of a multi-sensory learning environment and its role in relation to the learning styles of today's children is a fruitful area of analysis for those preparing to enter or already engaged in the profession.

The outcome from such instruction may well narrow the gap which for many teachers of disadvantaged children, is not only a gap of generations but also a gap of cultural ignorance.

Secondly, in our wide-angle view, the relationship is that of *supervision*. Supervision is conceived as an on-going process at both the pre-service and the in-service levels. It is seen as professional dialogues among administrators, teachers, and supervisors with the emphasis on the circular, rather than the linear, pattern of communication.

In supervision, instructional television can deal with some persistent concerns for improving instruction such as the discovery method, critical thinking, individualizing instruction, flexible grouping for instruction, creativity, and variety in teaching strategies. It can juxtapose alternate ways of teaching similar content, not for comparative evaluation, but for abstracting principles that may then be interpreted through individual teaching styles of viewers. This process requires interaction with viewers in open-ended programs. It may engage viewers in role playing innovative or unfamiliar teaching behavior.

Closed circuit television in mobile units can be used as a diagnostic tool for the teacher alone, for the teacher with supervisor, for the teacher with her staff of aides, volunteers and assistants, for team members, and for the teacher with parents and community personnel.

The outcome of the use of educational television in these ways for supervisory functions can be a continuous upgrading of teaching, particularly during the probationary period or the early years in the development of career teachers.

Thirdly, there is the relationship of *administration* to the wider socio-educational field. In large school districts, particularly, there are problems of communication. Television can provide a more personalized, two-way form of meeting some of these communication needs. Representative members of various groups can interact in the studio, board room, or meeting place. Additional connections for two-way communication can occur through telephone connections with TV installations. A principal and his staff as well as other administrators and their staffs might also benefit from the diagnostic use of closed circuit television.

A potential outcome would be that of involving the administrators through their administrative relationships in the on-going venture of improving education.

Fourthly, there is the relationship with the *community*. The home, in poverty areas, has often been pictured in its educational limitations. To some extent, the picture is true as well as false in its stereotype. But through television, which is a fixture in many of these homes, the home may become a somewhat different kind of partner in the education of its children. Parents, in their homes, or in groups at the school, may further develop their understanding of child rearing, of interpersonal relations, of consumer activities, of social and health benefits, and of legal protection. Open School Week programs for sharing educational goals, curricular considerations and school policies do not, in many cases, attract parents whom the school wishes to reach. Perhaps a larger parent audience would be reached in their homes while they carry out their task of caring for sleeping youngsters.

Teachers' organizations might use educational television facilities, as might other related community organizations, for communicating with their members as well as other interested viewers.

It may well be that, at present, the most dynamic force and the most sensitive voice for facing up to the needs of disadvantaged children comes from the community. Primary concern for integration and quality education, shared by educators and the community, can utilize television as a working tool. Programs such as "A Time for Burning," the exceptional documentary on integration, can be made available to a community and can, in addition, relate its meaning to the local scene. Home viewing may reach some, but group viewing in the evening, in schools or community centers which are linked by phone to the studio, may vitalize and direct energies in a more productive way.

Hopefully, in the near future, educational television will play its part in the education of disadvantaged children through its impact on those who engineer, to some extent, their educational experience and thus come closer to fulfilling its potential and its promise.

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CONCERN FOR TECHNIQUES

INSTRUCTIONAL RESOURCES AND EQUIPMENT FILMS

Dr. Nathan Stoller

The basic thesis of this statement is that all instructional resources be viewed in terms of a Concrete-Abstract Continuum. Such a continuum would place highest value on direct, face-to-face interaction between students and the people, artifacts and processes involved in a given instructional experience. Wherever possible students should, for example, see real cows, being handled by real agricultural personnel, instead of some representation of this experience. Where such direct interaction is impossible, then the order of Concrete-Abstract should be:

a. Color-sound motion pictures,
b. Black-and-white motion pictures,
c. Color slides or filmstrips,
d. Black-and-white slides or filmstrips,
e. Color drawings or sketches,
f. Black-and-white drawings or sketches,
g. Abstract representations, and
h. Oral or written symbols (words, numerals).

One of the significant differences between the academically able pupil and his less able peer is that the former can work more effectively at the abstract end of the continuum than the latter. Since academic ability is only partially a reflection of innate intelligence, since the background of experience of a learner either inhibits or enhances what he learns, and since so-called disadvantaged children are so labelled because their experiential backgrounds are not fully relevant to the instructional situations in the classroom, it becomes necessary for the teacher to use resources at the concrete end of the continuum.

Obviously, the teacher is limited by the resources of the classroom, the school, the school system, and the community: real cows may be beyond reach; children cannot go to Egypt to see the pyramids. Therefore, the audio-visual resources listed in a-g above should be utilized as fully as possible before moving to the highest level of abstraction, that is, the oral or written symbol. Unfortunately, teachers themselves were successful students probably because of their ability to deal with words, and so they continue to use words more so than all other instructional resources combined. It should be no surprise, therefore, to find that disadvantaged students are unsuccessful learners where the highest level of abstraction bears the largest load of instruction. (Parenthetically, there is research evidence that as teachers talk more, students learn less.)

The book, the classic tool of instruction, is an audio-visual device. When compared to other AV devices it has certain advantages apart from the weight of the tradition behind its use. A book can be previewed with relative ease and speed. In the comfort of his living room a teacher can read the table of contents and the introduction, scan bold type headings within chapters and any summaries at the ends of chapters, look at review questions, and find specific sections for careful reading by looking in the index. By contrast, a film must be seen wherever and whenever a projector is available, and must be viewed at its own speed. Audiotapes and phonograph records can be sampled by listening to portions of each; however, finding the significant spots to play is not easy when one cannot scan the whole, as with a book. Filmstrips, slides, drawings and sketches are most easily previewed, but a teacher may not be able to take them and the necessary machines home, thus restricting his freedom. This is to say nothing of the requirement for being able to operate projectors, etc., and the frustrations involved when the machines break down at crucial times. Looked at from this point of view, it is no wonder that the book has yet to be superseded by other AV devices.

Dr. Stoller is Associate Professor of Education and educational coordinator of the Hunter College Observation Television Center at CUNY Hunter College.

RECOMMENDATIONS

It is recommended here that whereas the previewing of books can be left to individuals (although committees of professionals might make final decisions), the previewing of the other AV devices should be a group task. This fits into the general trend away from self-contained instruction, as seen in team-teaching, ability grouping, non-gradedness, primary units, and the use of special teachers. Teachers are finding it necessary to concert their efforts for the benefit of children. Therefore, suggesting that the job of previewing and evaluating AV materials be done by members of committees on some sharing arrangement is neither new nor counter to existing modes of operation.

The detailed recommendation is that groups of teachers, organized vertically by subject matter or horizontally by grade, reach consensus on the curriculum under their jurisdiction. Having decided on the content of instruction, the committees then apportion among their members the task of previewing the whole array of instructional materials available in the field. It is advisable that some structure be developed in advance to serve as a kind of instrument or check list for rating the materials. These ratings are then reported to the whole committee and decisions are made to test or adopt particular materials for use in specific segments of the instructional program. This saves the time it would take each individual teacher to preview every bit of material and yet provides a firm basis for the use of such material in the classroom.

Finally it is suggested that each school would do well to consider having on its staff one person, with appropriate training, to serve as the coordinator of instructional resources for the whole school. Such an individual should have the time and the facilities to administer an instructional materials center, which will house all such materials, including what can be found in the traditional library. He would also be able to do a great deal of the spade work necessary for identifying the materials which might be of interest to committees or individual teachers. He could stock catalogues of all AV resources, arrange for previews, administer the circulation of equipment and materials, and maintain currency with new trends and developments. Such a center would not only reduce the burden on teachers, but would facilitate the effective use of the full Concrete-Abstract Continuum of instructional resources.

INSTRUCTIONAL RESOURCES AND EQUIPMENT

Dr. Mary Durkee

SUMMARY Since it is cruel and unfair to throw a new teacher into a ghetto school without some orientation, the advantages of aids were emphasized although they do not take the place of actual experience.

The chairman frequently asked members of the group for evaluative evidence of the effectiveness of various audio-visual media. Very little specific research evidence was cited. Educators were criticized for innovating, then continuing the particular practice without ever proving its effectiveness.

Educational television must do something for instruction that can't be done as well by the classroom teacher. For example, a person on a television screen carrying on a lecture negates the need for the T-V screen. The teacher himself could be doing it. One of the speakers then gave several examples of things T-V can do that are beyond the realm of the classroom teacher.

For teacher training, a profitable experience might be a viewer interaction, an assessment of the dynamics of a situation. Following a parent-teacher interview, such questions might be posed as—"What is the teacher thinking?" "What is the parent thinking?"

Television was also cited as a medium for teacher training, giving a teacher an opportunity to see a play-back of her lesson for purposes of self-analysis.

In filming a T-V lesson, the technician often does not know on which aspect of a lesson to focus—this is a professional decision. If this medium is to achieve maximum teaching value, there is a real need for a technician-educator.

The conference implied that education of the disadvantaged necessitates utilization of different principles of learning. One participant subscribed to the philosophy that all teachers must determine precisely each child's instructional level and start at that point. The difference lies in the necessity to break the steps down into smaller units for consumption by the disadvantaged. "Disadvantaged education is not a special branch of education!" This statement was countered by the remark that, since disadvantaged are not meeting with success, perhaps there needs to be special education for them. Perhaps T-V will help in the breakthrough. T-V might represent an enrichment experience in which motivation stems from something beyond ordinary classroom experience.

This question was asked, "Have we really reached middle class students?" We presume that, because we're unchallenged (since middle class "acceptable" behavior doesn't encourage challenging the teacher) we are successful. Perhaps disadvantaged children merely expose the weaknesses of our teaching by overt protests. Why do we have trouble getting middle class adults to pass school budgets? Have they, too, found education a disenchanting experience?

The opinion was expressed that the mechanized storage and retrieval trend will represent great economy of time, with the comment "When a button is available, don't fight it."

A description was given of in-service T-V programs in which teachers view certain problem situations and select the best solution to the problem. A word of caution was expressed that students often verbalize well—with no guarantee of success in the classroom.

REACTION The papers presented on books served as a good bibliography for exposing teachers to the realities of the disadvantaged. The two professors cited excellent examples of books which might help to prepare teachers for the shock of ghetto life, did careful research and exercised selectivity. However, the reactor questions the value of the time spent in the oral presentations of these papers and the wisdom of having two papers on the same topic. Would not an annotated bibliography have served the purpose as well? The reactor is not criticizing the speakers; she is questioning whether this represented creative thinking in terms of program planning.

Perhaps the speakers could have surmounted the limitations of their assignment had they cited creative ways of using these books in seminars. However, they may have felt that to belabor the grim picture drawn by the authors might smack of beating a dead horse. The fact that the two papers elicited practically no discussion served to substantiate the reactor's impressions.

The paper on T-V was well organized, although the reactor questions the fourth area as being a direct part of teacher training—using T-V to interpret programs and give help to the parents in their home. However, whether it fit into this context or not, the point has merit.

The reactor wishes that the writer could have gotten beyond the philosophical stage to give more concrete examples of implementation. Limitations in space prevented this.

The paper on films evoked little discussion, although there were some good points made. The writer emphasized the importance of concrete experiences preceding experiences dealing with the more abstract end of the continuum. His point was well made that because teachers were relatively good students, they have facility with words, and thus, unfortunately, rely heavily on verbal instruction.

The trend of pooling human resources was cited as a time-saver for previewing and collecting instructional materials.

The general reaction to this session was that little was offered that was creative, novel, or exciting, attesting to the fact that **we know little about what makes students learn, what impact a-v materials do have on the learner, and what really helps best to prepare a teacher for the disadvantaged.**

The reactor deplores the lack of careful evaluation that seems evident throughout the educational scene. The statement made that, even though evidences are lacking, our efforts are better than nothing, is a depressing commentary on the modus operandi of educators. How can one even know that the efforts are better than nothing?

Or, justifying the use of E-T-V because of the fact that it offers motivation by its novelty again substantiates the accusation that educators don't get beyond the Hawthorne effect before deciding to perpetuate a practice.

CONCERN FOR TECHNIQUES

INNOVATIVE METHODS
CLASSROOM BEHAVIOR AND VERBAL ANALYSIS

Mr. John L. Carline

The spontaneous behavior of a teacher is so complex and variable that an accurate description of it is most difficult to obtain. Even trained observers struggle with the same biases that distort the testimony of witnesses at the scene of an accident. Too often an observer's preconceptions of what he thinks should happen allow him to perceive certain behaviors but prevent him from perceiving others. Interaction analysis is an observation procedure designed to minimize these difficulties, to permit a systematic record of spontaneous acts, and to scrutinize the process of instruction by taking into account each small bit of verbal interaction.

Classroom interaction analysis is particularly concerned with the influence pattern of the teacher. This might be considered a bias, but it is a bias of purpose and intent. Our purpose is to record a series of acts in terms of predetermined concepts. The concepts in this case refer to the teacher's control of the students' freedom of action. Our interest is to distinguish teachers' acts that increase students' freedom of action from those acts that decrease students' freedom of action. A system of categories is used by the observer to separate those acts which result in compliance from those acts which invite more creative and voluntary participation. At the same time, the system prevents the observer from being diverted by subject matter which is irrelevant to this technique.

Interaction analysis is concerned primarily with verbal behavior because it can be observed with higher reliability than most nonverbal behavior. The assumption is made that the teacher's verbalization is an adequate sample of his total behavior.

The following *basic assumptions have particular implication for those involved with teacher training.*

There is no single pattern of teaching that should be adopted by all teachers.

Teachers should diagnose their own behavior and explore different patterns or strategies of teaching. Their objective is greater self control of their own teaching behavior.

Teachers should welcome classroom visits as a means of providing feedback of their teaching.

The teacher decides for himself what patterns of teaching are effective or ineffective, and which alternatives of teaching strategy he will use.

Conscious change in teaching behavior must be accompanied by a personal desire to change.

Any reduction of the discrepancy between what a teacher intends to do and what he actually does results in improved skill in teaching.

The observer sits in the classroom in the best position to hear and see the participants. At the end of **each 3 second period,** he decides which of a prescribed set of numbered categories best represents the communication events just completed. He writes this category number down while simultaneously assessing communication in the next period. He continues at a **rate of about 20 to 25 observations per minute.** His notes are merely a sequence of numbers written in columns so that the original sequence of events is preserved. Once the data is recorded it must be transferred to a 10 X 10 matrix to be in appropriate form for analysis.

There are 10 categories in the system. One through seven are assigned to teacher talk and categories 8 and 9 student talk. The 10th category covers pauses, short periods of silence, and talk that is confusing or noisy.

The interaction analysis system described provides the teacher with a technique of gathering objective data about his behavior in the classroom. The extent to which he uses these data in understanding more fully his own actions and in planning an alteration in his role will be up to him.

To maximize understanding of his own role, the teacher should accept the fact that in this analysis are recorded *objective* data about his behavior in the teaching situation. These data need not be explained; the whys or hows, the rationalizing, the defense, the intent have no place in matrix interpretation. Consequently we are concerned with what "is" not what "ought" to happen. The teacher may like what he sees or be puzzled or disturbed by it, but his chief job is to understand and to change it if he sees the need.

For the teacher who wishes to go about changing his role the following steps are suggested:

STEP 1. Gather observational data about his existing classroom behavior.

STEP 2. Analyze his pattern in light of his strategy, determining what seems to be strengths and weaknesses.

STEP 3. Experiment with specific area of the matrix that seems to present problems, substituting alternative behavior for that previously used.

STEP 4. Evaluate through further observation data his success in specific efforts to change his pattern.

STEP 5. Continue to work on unchanged portions of the matrix in which change is considered desirable.

This technique of quantifying the qualitative aspects of verbal communication was originally designed as a tool to measure teacher influence. However, some of the most gratifying experiences have come from using interaction as a training technique.

Teachers can be taught enough about interaction analysis in 4-6 hours to apply it to their own tape recordings or to act as an observer when invited to do so by another teacher. The conferences and discussions that result can provide the participants with new insights into their own and their colleague's behavior. Apparently teachers have a great interest in and need for objective information about their own patterns of influence, how these patterns match their intentions, and whether the differences they expected from using different strategies did or did not occur.

As of this time only a few informal attempts have been made to use interaction analysis as part of teacher education. The possibility that interaction analysis can contribute to teacher education is being explored at Syracuse University. If we believe that the teacher is a critical factor in the education process and that improved teaching behavior is needed, then perhaps, the old adage "the best improvement is self improvement" should be seriously considered for inclusion in teacher training and inservice programs.

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CONCERN FOR TECHNIQUES

INNOVATIVE METHODS OBSERVATIONAL SEMINARS AND TEACHING CLINICS

Dr. George Brabner Jr.

In recent years, a need has been felt among many who are concerned with the education of exceptional children, for augmenting the conventional student teaching experience with an experience sometimes referred to as an "observational practicum" or "observational seminar."

Although there appears to be considerable consensus as to the value of such a practicum, with its observational emphasis, in the preparation of teachers of exceptional children, thus far little effort has been expended in clarifying the nature of an observational practicum and specifically how it might differ in aims from student teaching. The latter, also, typically includes instructions from the cooperating teacher to the student teacher to "observe." Such instructions appear to be related in some measure to the general orientation the student must make to the children and to the physical environment of the classroom.

Perhaps the clearest formulation of an observational practicum appearing in the literature is that which has been provided by Sarason, *et al.* in the book entitled "The Preparation of Teachers—an Unstudied Problem in Education" (Sarason, Davidson, & Blatt, 1962). One may disagree strongly with many of the conclusions reached by these authors, but one would be hard to deny the potential power of their observational seminar concept for developing in the student an awareness and appreciation of the importance of the psychological subtleties involved in teaching.

This concept stresses the training of teachers in the nature and problems of observation and how observation affects one's role as a teacher. It is characterized by the following:

The periodic observation of one classroom of children and their teacher over a long period of time.

Immediate discussion of what has been observed, following the observation period.

A non-directive approach requiring students to decide what they will observe, evaluate, articulate, and conclude, with instructor-fed information playing little or no role.

a. to help the student gain insight into significant influence subjective factors exert in determining not only the content of what is seen, but the variety of things observed.

b. to illustrate the difference between "the passive approach to problem solving and one in which one's own capacities and initiative were important ingredients."

c. to aid students in gaining realistic understanding of the limits of their effectiveness as teachers.

d. to make explicit the implied predictions of students about the individuals they observe, so that the students can then evaluate these predictions through further observations.

e. to develop awareness of the identity between "how teachers are or should be taught and how their pupils are or should be taught."

These clinical aspects of a teacher's training are most crucial to success in the classroom, and in dealing with parents.

The physical facilities for an observational seminar usually consist of three units: a classroom, an adjoining observation room wired for sound and separated from the classroom by a one-way-vision mirror, and a seminar room, close to, or actually connected by an entrance to the observation room. Occasionally, the observation and seminar rooms are combined, although this is not as desirable as the former arrangement. After viewing and hearing activities going on in the classroom, students can retire to the seminar room to discuss with their instructors what has been observed.

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The following seeks to make explicit the objectives which might be incorporated into an observational practicum:

OBJECTIVES OF AN OBSERVATIONAL PRACTICUM

Screening
A. Realistic self-concept in working with handicapped children (appropriateness of career choice)
B. Instructor's (s') appraisal of student's behavior
  1. Unhealthy or abnormal attitudes
  2. Obstructive prejudices
  3. Lack of physical and/or psychological stamina

Awareness of teacher's role as a psychological tactician
A. Insights into teacher's own behavior
B. Insights into child's behavior
C. Insights into parent's behavior
D. Reciprocal effects

Appreciation of interdisciplinary contributions to understanding behavior of children and parents.
A. In diagnosis
B. In remediation and treatment
C. In counseling

Utilization of information or data
A. Distinguishing between fact and interpretation
B. Evaluating information
  1. Non-observational data
  2. Hypotheses based on observational data
C. Distinguishing between giving information and help

Awareness of the nature of observation
A. Having a purpose
B. Recognition of range of techniques of observation
  1. "Looking"
  2. Anecdotal records
  3. Time sampling
  4. Sociometric analysis
  5. Closed circuit T.V.
C. Focusing: goal directed vs. non-goal directed observation
D. Perceptual distorting
  1. Labeling
  2. Preconceptions
  3. Needs of observer influencing interpretations

Integration of theory and practice through observation and direct participation
A. In management of psycho-social problems
B. In instruction

THE "TEACHING CLINIC" CONCEPT

A concept closely allied with that of the observational practicum, implemented via the same physical facilities, and differing from it only in its greater emphasis on instruction *per se* is that of the "teaching clinic." Just as basketball, football, and baseball coaches conduct "clinics" in which athletic skills are actually demonstrated by the coaches and practiced by the players, so too, instructors and students are afforded the opportunity of not only talking or lecturing *about* how to teach children, but *show in context* what is to be learned and what is being learned.

Emphasis is placed on learning in "the context of immediate action" (Bruner, 1965). "Action," as used here would denote: (1) longitudinal observation of children; (2) observation of professional personnel working with children; and (3) interaction with children in supervised instructional situations.

The teaching clinic approach assumes that curriculum materials and methods courses can be taught more effectively, with the involvement of children in the demonstration of the instructional procedure and/or principle. This approach assumes that the university instructor also functions as supervising teacher. Perhaps a wedding of this concept with that of the observational practicum could result in an educational coalescence which would contribute to more meaningful preparation for students.

CONCERN FOR TECHNIQUES

INNOVATIVE METHODS SIMULATION

Dr. Frank Broadbent

This presentation is concerned with the technic of simulation rather than with Brockport's specific application of the technic. This project was supported by the United States Office of Education through Cooperative Research Project No. 5-0798. Therefore, I will discuss the technic and its possible applications using our experiences only as an example. Thus, simulation will be used as a basis for providing guidelines for implementing this technic elsewhere.

Since simulation technics are not widely used in education, a general description of the technic may be required. Simulation is the creation and operation of a model. On the physical level, a well known example is the use of model airplanes in wind tunnels. Driver trainers have created physical simulators from the prototype of the Link Flight Trainer. Complex abstract (or mathematical) models requiring computers to operate exist to study economic theory and man's problem-solving behavior. When used primarily for training, simulation usually involves role-playing or gaming, either of which can be used with computers.

The Oregon System of Higher Education has developed some noteworthy simulations. Bert Y. Kersh developed a classroom simulation that uses films to present incidents and provide differential feedback to students depending upon how they react to the incident. J. F. Utsey, C. J. Wallen, and H. O. Belden have developed a filmed simulation for training reading teachers.

The basis for the Brockport simulation is a list of thirty-two teaching problems experienced by new graduates. In order to present these problems, the project staff created a fictitious community, school district, elementary school, and fifth grade.

Twenty student teachers were introduced to this community and school via filmstrips, audio-tape recordings, and faculty handbook. During this orientation they were encouraged to take the role of Pat Taylor a first-year fifth grade teacher at Longacre School. Time was provided for them to familiarize themselves with the school, curriculum, and class by using the faculty handbank, student personnel handbook, curriculum guide, audio-visual manual, get-acquainted cards, cumulative records, and sociograms of their class.

After the students had become familiar with their new situation, and assumed the role of the teacher, Pat Taylor, they were presented with thirty-one incidents which incorporated the thirty-two problems identified in the survey. Ten of these incidents were presented by films. The rest were presented by written materials such as notes from parents, notes from other teachers, memoranda from the principal or supervisor, or they were presented through role-playing.

After each incident, the students were presented with a response sheet and a bibliography of specific references that dealt directly with the problem. They filled out response sheets that asked them to identify the problem, analyze the problem, present their solution, suggest alternative solutions, and comment on certain aspects of the problem. In some cases, the students were required to write notes, make lesson plans, deliver speeches, present an actual lesson, or role-play a conference with a parent.

The students then discussed the problem in their small groups. During this period they would compare any written materials they had produced, present their speeches or lessons, or carry out the role-play. The large group discussion which followed was also student led so that everyone was free to express his opinions. While it took a while for the group to lose dependance upon the instructors, it did happen and the students became intensely involved.

Immediate evaluation of the simulation was conducted by interviewers from the University of Rochester. Comments were highly favorable toward this form of instruction. Many students commented on the effects of high involvement. Suggestions resulted in modifications of the second run of the simulation. Evaluation of the simulation is being made following an experimental-control group design.

Although the final results of the project are not yet available, we believe that the motivation, role involvement, and specificity that simulation provides can be used in other areas of teacher education. It appears especially applicable to the training of teachers for the disadvantaged.

It is probably too early to state a clear set of advantages for simulation or gaming technics. A few possible advantages are as follows.

First, time and location can be artificially manipulated. Students can engage in solving problems that they will not meet until they are away from the guidance of the college. They can also meet these problems in a logical sequence using a schedule that can optimize their learning. This might prove to be an advantage in avoiding the damaging effects of cultural shock.

Second, since neither the situation nor the students they teach are real, students are free to make errors, try again, discuss their problems with others, or in general manipulate the situation to suit their learning needs rather than the needs of the pupils. They may also try other roles in a manner in which they will become emotionally involved.

Third, simulation and gaming are generally highly motivating. Our students called their training stimulation training. This effect can be used to good advantage when simulation is used in conjunction with other technics.

Fourth, simulation allows the student to both practice with a model and to learn the model itself so that actual behavior should be affected. The use of the model allows simplification of the teacher's tasks, programing of practice, and feedback to the student. Most actual situations are too complex to offer these factors. Since the student learning to be a teacher of the disadvantaged generally can not rely upon his own past experiences, the learning of a new model or cognitive ways becomes exceptionally important.

Finally, simulation, like programing, offers those who produce it an opportunity to sharpen and test their own concepts or theories about the area which they are modeling.

Specific applications of simulation technics for the training of teachers of the disadvantaged are already underway. A new project, similar to the Brockport Simulation Project, has been started to identify and simulate problems of teachers working in inner city schools. Plans have been made to select and produce simulation materials for training teachers to handle the problems of an integrating school. There is reason to believe that this technic may aid in the recruitment and selection of teachers of the disadvantaged.

Training in specific skills, such as is being done with Microteaching or Kersh's Classroom Simulator, needs to be extended. Use of simulation and games with disadvantaged students need to be stressed in teacher training programs.

While simulation and gaming are no panacea for the problems of training teachers of the disadvantaged, they do offer a new and apparently fruitful approach that deserves wider application.

Dr. Broadbent is Professor of Education at SUC Brockport.

CONCERN FOR TECHNIQUES

INNOVATIVE METHODS TRIPS IN DEPTH

Dr. Annette Rosenstiel

Long before the poverty program was instituted, long before children were classified as "disadvantaged," many colleges recognized the value of organized trips as an adjunct to the theoretical background and classroom experience of prospective teachers. Not only did they provide a means of enriching experience, but, under careful faculty guidance, and with proper preparation and coordination within the total college program, these trips served as a means of introducing students to various ethnic and socio-economic values and ways of life with which they had previously been perhaps totally unfamiliar.

Today, we are asked to suggest innovations which will provide our prospective teachers with new and more effective techniques for educating the disadvantaged. H. G. Barnett has indicated that innovations do not evolve from nothing. They are new combinations of preexisting factors, rearranged to meet the needs of a new situation.

As far as our colleges are concerned—and I am sure that this applies also to many colleges here represented—trips exist as a valuable adjunct to the total educative experience of the prospective teacher. What is needed is a new focus, a recognition of their value in this particular program, and a determination to implement them in the future so that they may serve a two-fold purpose: to continue to give the student a broader cultural perspective, and to plan the trips so that the student will be exposed to cultural experiences which will make him consciously aware of the causes for the problems faced by the disadvantaged child in his school and interpersonal relationships outside the home.

Trips should acquaint the teacher of the disadvantaged with those areas from which these pupils come, just as programs for the disadvantaged attempt to expose pupils to the middle and upper-class areas. A teacher who is acquainted with all aspects of the ethnic and socio-economic background from which the child comes will be able to communicate with both her students and their parents on a level of mutual understanding and trust.

In a large metropolitan area where there is almost complete certainty that the teacher in any public school will have in her class at least a representation of the disadvantaged, it becomes an absolute necessity to prepare teachers to meet this challenge. The best anthropological methods include participant-observation. What better way for a teacher of the disadvantaged to understand the cultural and social milieu of her future pupils than to observe them at first hand, in advance!

A well-planned series of trips to areas of differing ethnic groups, and of differing socio-economic levels, is one of the most effective ways to accomplish this. Coordinated with background studies in behavioral sciences, social sciences, and languages, trips to points of ethnic origin such as Puerto Rico, Canada, and Mexico, could prove invaluable to prospective teachers of the disadvantaged. Guided trips to other areas of the United States which are classified as "poverty areas" could prove equally valuable. They would focus attention on the disadvantaged, in general, and on specific pockets of poverty, certain Indian reservations, and metropolitan and suburban slum areas. By alerting teachers to the manifold problems of the disadvantaged, there would be greater possibility of achieving the ultimate aim—improving the status of the disadvantaged—more quickly and effectively.

Of particular significance in the preparation of teachers of the disadvantaged is the trip made by Mills College freshmen to the coal mining areas of Pennsylvania. Successive groups have been able to observe the ravaged countryside, the social and economic disintegration which have accompanied the collapse of mining as a primary economic base. They have gone down into the mines, have spoken with workers, and have visited the "ghost town" with its company store and workers' homes. They have seen the renaissance of prosperity with the area redevelopment program now in process under the aegis of the Pennsylvania Bureau of Employment Security, and have spoken with representatives regarding the retraining program for former miners and their wives, which helps to fit them for new roles in the re-awakening economic life of the area. This has made students consciously aware of the personal as well as the economic problems of the people who live in this disadvantaged area. It has given them new insights into the educational problems which face the disadvantaged and into what has been and can be done to help remedy this situation through well-planned educational programs.

A projected expansion of the trip sequence at Mills College has as its goal a study-visit to Puerto Rico, since a large proportion of the teachers graduated from Mills plan to teach in disadvantaged areas, and it is felt that a first-hand acquaintance with Puerto Rico will help them to understand better the problems faced by the Puerto Rican child in his efforts to adapt to continental American society.

If every teacher training institution could implement or expand its trip program in a similar manner, most disadvantaged areas in the United States could receive study of this kind. The sooner this is done, the more students are exposed to it, the quicker we can hope to witness an alleviation and amelioration of the conditions of the disadvantaged. A concerted effort on the part of the soon-to-be professionals in an innovation such as this would be far more effective than any haphazard, hit-and-miss type of attempt to expand the educational horizons and opportunities of the disadvantaged.

Currently, the funds available for such trips have usually been quite limited. In order to carry this innovation through on an effective level, so that all institutions preparing teachers of the disadvantaged would be able to project such trips in the light of the needs of the communities they serve, without being restricted by budgetary limitations, it may be advisable to seek outside grants from foundations interested in such projects.

Such a program of trips, sponsored by the respective colleges concerned, and with the aid of interested foundations where necessary, could make possible a significant step forward in the better preparation of teachers of the disadvantaged.

Dr. Rosenstiel is chairman of the Behavioral Sciences Division of Mills College of Education.

INNOVATIVE METHODS

Mr. Joseph Blaney

SUMMARY Educators should be familiar with the approaches which were described by the panelists. Mr. Carline reviewed the Amidon-Flanders technique of interaction analysis, formulating his remarks within the framework of underlying assumptions, procedures and the potential of interaction analysis. He stressed the system as a vehicle for acquiring reliable insight into teaching through systematic recording and objective appraisal of what is, rather than what ought to be the verbal behavior of the teacher. Teacher self-assessment is a prelude to improved teaching. In his treatment of observational and teaching clinics, Dr. Brabner suggested that their wider application would result in a more productive teacher preparation program. He emphasized their value in screening prospective teachers of exceptional children and in providing these individuals with a microcosmic view of the process in which they are to become involved. Dr. Broadbent described simulation techniques being experimented with at Brockport. In a variation of the administrator-training "in-basket" method, student teachers are confronted, through various means, with a series of incidents based on the experiences of teachers in the field. They contend that the motivation, role involvement and specificity of simulation make it a valuable approach to the preparation of teachers. The anthropological device of participation-observation was recommended by Dr. Rosenstiel as an effective means of introducing the prospective teacher to the kind of student with whom he will be involved. Trips to locales from which the students come can familiarize the student teacher with the ethnic and socio-economic values and ways of life with which they usually have had no previous acquaintance.

Since there were no discussants at this session the panelists elaborated on the strategies they had described prior to accepting questions from the audience. This elucidation hinged on the matter of the teacher's degree of objectivity in self-analysis. Can teachers be sufficiently disengaged from themselves to do this? Are attempts being made to correlate the degree of inability with a determination of underlying values in teachers' own explanation of this inability? It was noted that a part of the process itself (the hardest part?) is the need to develop an adequate detachment so that the practitioner not only accepts but welcomes motivational inquiry. Teachers tend to teach in a way which differs from stated procedures and objectives and there is great value in their being able to see this. A suggestion was advanced that perhaps a computer "auto-teacher" could be designed for use by the student teacher. The gaming of virtually endless kinds of problems and incidents for his response in a relatively non-threatening environment might prove to be of significant value. It was also pointed out that teachers are concerned about whether they are "under-verbal" or "over-verbal" and the great strength of verbal analysis, simulation and the observation practicum is that all provide the teacher with this sort of insight. At a time when educators are being hard pressed for "objective" data concerning the teaching function, all of these systems are timely and useful. Panel members also considered the question of the most advantageous location for physical facilities related to these approaches. In the case of the observation practicum and teaching clinics, at least, a strong case was made for maintaining them at the university. Audience participants were interested in at what point in the programs the techniques were introduced and whether control groups were utilized. The problem of certification was raised, insofar as it is arbiter of what constitutes professional preparation. Where do simulation, verbal analysis, teaching clinics and even less orthodox designs fit in? Still another issue framed rather pointedly was the need to be wary of constructing strategies that are so precision tooled, so highly refined that they surrender all claim on reality.

REACTION While it is true that the panel addressed itself to several of the most current techniques in teacher preparation, one was left with the disquieting impression that **more is claimed for these approaches than can be clearly substantiated.** In spite of an admirable insistence on maintaining a "realistic" environment, too much of the dynamic of the real classroom may be getting lost in the process. The true measure of these techniques, therefore, must be made in terms of the degree of transfer—the residual effects which the neophyte teacher will carry with him later into his classroom. At this time there is not sufficient evidence to cause us to believe that this transfer is of significant proportions.

This reactor is troubled by the tendency to carry on programs of this kind outside of the laboratory setting of the schools themselves. Most intensive explorations underway today in teacher preparation are placing increasing emphasis on the need to evolve a genuine partnership of the school and the university: not a campus-school design or variations of it wherein the school is "adopted" by the university. The thrust seems to be in creating relationships of equal rank so that the school may do what it can do best, and the university what it can do best. These truly co-operative approaches appear to be the most feasible way of getting at the problem; and they hold promise of optimum use of resource personnel.

Another tremendously important aspect of the preparation of teachers which was not engaged by the panelists is the matter of **teaching viewed as an art, with consequent application of artistic criticism to the teaching function.** Is it possible that more thorough attention to this strategy might result in earlier *recruitment* of teaching personalities (perhaps in high school) and less stress on *training?*

Finally this reactor believes that we ought to be developing young teachers who will be catalytic agents, who will be resistive to school processes and structures which no longer have relevance to the society in which youngsters, and especially disadvantaged youngsters, live. College programs are apparently incapable of interdicting the linear, sequential school organizational **patterns and processes which are wholly out of keeping with the incredibly rich, mosaic-like, omnipresent environment in which disadvantaged youngsters live out their lives and in which they do their real learning.**

CONCERN FOR SPECIAL CURRICULUM ASPECTS

PHILOSOPHICAL AND PSYCHOLOGICAL BASES FOR CURRICULUM CHANGE

Professor Charles J. Calitri

Each shift of emphasis in American society has brought with it a shift in criticism of teacher education; industrialism, unionism, new dealism, sputnikism, and now, disadvantageism sparking the flintlocks of education's enemies and quasi friends. Such firearms are noisy but their unrifled barrels keep missing the target.

In 1938, when I was an undergraduate in a school of education, the courses I took followed the pattern of: history of education, philosophy of education, educational psychology, general methods of teaching in the secondary school and special methods of teaching English, capped by a student teaching experience. What's changed in 30 years? In most schools the preparation of teachers is still a course or two in foundations, including educational psychology, a general methods course, a special methods course and student teaching.

Here and there one encounters a program which attempts innovation, but the basic assumptions are the same. Let us begin with the theory of education as a social and philosophical foundation from which to proceed to the principles, problems and development of secondary school teaching. Then we shall focus on teaching the subject itself, and finally send them out into the field to practice.

Of course, we must acknowledge that the more recent trends have led us to concentrate more on the liberal arts background with which our students come to us. Give them a *real* education and then send them out to "clinic" teachers to learn how to teach. Conant, for example, speaks for castrating education courses and placing responsibility for methods directly back into the comfortable laps of classroom teachers who have managed not only to survive but, through the magic of their unique experiences and talents, have arrived at the designation *master teacher*. The unfortunate assumption here is that the great teacher of children really knows why he does what he does and can communicate this to prospective teachers. Few teachers can do this, just as few writers can tell neophytes how and why they do what they do to achieve a successful book.

But no tragedy results from either road to teacher education if we consider only the school lives of students who have already been grown in a culture that prepares them to cope with school, regardless of the teacher. One way or another, they find their positions in the class and maintain those positions semester after semester, right through college.

The tragedy occurs with all of those who are not prepared to sit docilely in classrooms, to understand the implicit conceptual schemes which underlie the assigned readings and the fast talkings of teachers. They cannot project thoughts which do not originate in what they are but in what they have guessed the books and the voices mean, which the advantaged child has long ago made part of his way of coping. To use one of the current jargons, the disadvantaged have not been programed for success in school. What they need is the interference of teachers specially prepared for them.

It seems to some of us that those who are planning the education of the teacher of the disadvantaged have got to go back and reexamine the philosophical and psychological assumptions which, in the middle ages, led to the origin of our educational practices. We need to question the quadrivium once more, asking: "Just what is it that a teacher ought to be and do?" "Just how does an individual develop out of what he is as a person into what he must be as a teacher?" "Just what is this knowledge we're so determined to implant, impress, insist upon in these courses of study which have not changed for fifty years?"

Such questions might require that departments of educational foundations justify their existence, or at least justify the general, introductory courses which are intended to provide a base for the building of the teacher. Departments of academic disciplines must be asked to justify their "classics" in terms other than "every major ought to know . . ." Why?

The existence of a content is no longer enough. If anything, the traditional view of content might perhaps be skewed so that each element is viewed in process, which means asking "just what are we doing when we poetry?" or "What is it that we are doing when we are historying?"

Perhaps we must search for meaning inside the body, including the cells of the brain as residents of that skin-shelled bailiwick. This means, for me, that whatever we call the mind of the teacher, it needs to be aware of itself and of its intentions and extensions in the universe. I think we can no longer allow prospective teachers to build their images on top of academic abstractions. The alternative is to re-introduce them to their bodies, to skin that feels, eyes that see, noses that smell and so forth; to sharpen their perceptions of a physical universe and then to progress toward perceptions of man's constructs, developed as means to understand, or at least to cope with that universe.

The curriculum we offer teachers of the disadvantaged must allow for them to confront themselves in their own lives and out of re-educated eyes and ears, to see and hear the lives of their students. How does one look? And for what? And why? What are one's personal purposes and how do they fit with what we can infer are the purposes of a society and its children?

Prof. Calitri is Associate Professor and director of programs for the disadvantaged at Hofstra University.

CONCERN FOR SPECIAL CURRICULUM ASPECTS

PHILOSOPHICAL AND PSYCHOLOGICAL BASES FOR CURRICULUM CHANGE

Dr. Martin Hamburger

My concern is primarily with the theoretical rationale for curriculums and programs; glittering generalities and humanistic assumptions are not enough. Keynote speeches that open our institutes and workshops, bold statements of objectives, brave new premises about human potential, assault on obstacles to full development—all these should *pervade* our curriculums rather than *precede* them.

Every program must have a rationale based on hard evidence from the behavioral sciences. We need to know that slums and the condition of people who reside in them are no accident. They are the result of socio-economic conditions over which residents had no control. An understanding of the social-historical conditions that brought these about is essential if school personnel are to be able to cope effectively in mastering the complex problems that are part of their work. They must understand the social system in which they work, the community of which the school system is a part, the neighborhood and the school. They must know something about role and function and exercise of power in a school or in a community for the purpose of achieving positive social change. A major objective of our programs must be a reshaping and reorientation of the concepts held by our students concerning human ability and human development. The notion that human ability is fixed is widespread, for it has permeated much of the literature in education and in the behavioral sciences. If this objective is to be achieved, instructors and other staff members must themselves be free of this highly influential stereotyped thinking about human nature. A director of a program has as one of his major tasks the continual effort of freeing his staff members of such thinking. Changing the outlook of students in this regard requires a longer period of time than a one or two month institute. Theory is an essential component of programs, but it must be theory clearly related to the realities of slum life and valid in the light of social-historical analysis. Practice must be related to theory, so that it does not become a discussion of a series of unrelated class or school situations but rather a group of them which became tied together and illuminated by theory. It is through knowledge and critical analysis of practical work that the student learns that love is not enough; that, in fact, love is very far from being enough; that love, untempered by knowledge and competence, can lean to over-solicitousness and lack of dignity in the treatment of people who have suffered too much already from treatment of this kind. *(This paragraph is based on a committee report prepared at the New York University School of Education, Associate Dean Milton Schwebel, chairman.)*

Dr. Hamburger is Professor of Education at New York University.

In order to make theory meaningful we must have perspective on the obstacles to using the rationale we have developed. We are engaged in overcoming cumulative beliefs and attitudes of centuries that do not give way easily when reinforced by a political and social climate such as has permeated our efforts with the disadvantaged. Thus, most curriculums and programs have been crash programs, reactive in nature, funded and staffed late, frequently while the programs themselves are being attacked, with foot-dragging and ambivalence about serious social effort and expenditure.

Glittering generalities are one way of coping with the hard fact that active development of so many people has been and still is considered of marginal social value. Unless this is spelled out and worked through teachers eventually return to the traditional premise that it must be something in the learner which is flawed.

We are dealing fundamentally not so much with the technology of teaching but with the ideology of learning: the widespread notion that some people are inherently and persistently better than others, that some people can't learn very much, that after a certain age or stage learning will be minimal, etc. However disguised and rationalized it amounts to the old pervasive, insidious belief which is the single greatest deterrent: there really isn't very much that can be done!

Since I am talking about a most drastic "therapy" where huge numbers of well-intentioned people (teachers) have been no less traumatized than the eventual subjects of their help, I am specifying that theoretical and philosophical bases are not merely hard facts and firm ideology but integral aspects of process. An inductive method, where materials, cases, data are used continually to build a solid foundation, is superior to the theoretical preface. Too much reliance on the student teacher's ability to do it himself by inference drawn from broad generalizations or the quick, unmodulated shift from our new premises to the same old instructional methodology have left a vacuum in both attitudes and competence—a vacuum filled very soon by cynicism and hopelessness.

Good pedagogy is not enough just as love is not enough because our confrontation is now with transforming the teacher or counselor himself into a transformer, a change agent and this is, as I have suggested, a massive problem. If we do build programs and curriculums thoroughly grounded in historical, social and psychological theory and evidence, we need to find ways of reinforcing this so that it is not a "happening" but a true process. This requires *time*, extensive time, opportunity to work through feelings of reluctance, futility, guilt and inadequacy—because the alternative is a lapse into the *modal attitudes in education*, attitudes which are essentially geared to learners who *learn* and which are, therefore, defenses against those who apparently don't.

The psychological corollary of the need for time is *support*. No teacher should be encouraged to develop false and unrealistic notions of what he should be able to do—he should understand his limitations in the face of huge social problems and should not develop a classroom solipsism in which his little universe is the be-all and end-all of the problem. This is the road to resignation—the antidote is realism. This comes from highly individualized supervision in the training process: everything we know about therapeutic psychology must be rechanneled so that change moves in positive, planned directions.

These selected concerns are intended to provide a base for discussion in which the psychology of the transformer, the change agent, the teacher is as much our focus as are the philosophical and theoretical bases for over-all change process.

CONCERN FOR SPECIAL CURRICULUM ASPECTS

PHILOSOPHICAL AND PSYCHOLOGICAL BASES FOR CURRICULUM CHANGE

Dr. Doxey A. Wilkerson

Many aspects of the education of teachers for the disadvantaged might appropriately be discussed under the rubric "Philosophical and Psychological Bases for Curriculum Change." Attention is here restricted to the content and structure of preservice programs on the graduate level. Although the frame of reference is the preparation of teachers of the disadvantaged, the issues involved are relevant to the preservice education of all teachers.

Prevailing practice is to organize teacher education programs around a specified sequence of professional courses on campus and student teaching in the field, together with a smaller group of more-or-less elective courses in the behavioral sciences. These courses are separate entities, planned and taught by different teachers. The sum of their outcomes is expected to equal the insights and skills and attitudes deemed important for beginning teachers.

Feed-back from such conventional programs is predominantly negative. Professional courses are said to be thin in theoretical content, unduly overlapping, lacking in focus on the education of disadvantaged children, and largely alien to the practical problems teachers face in the classroom. The behavioral-science courses generally get a better rating on substantive content, but are said to be only tangentially related to the professional problems of teaching. Here involved is probably the most widespread and persistent problem in teacher education—that of integrating classroom instruction with performance in the field.

This unhappy "state of the art" calls for substantial changes in conventional programs of teacher education. I invite your attention to three seemingly valid propositions which offer some guidance for fruitful innovation. They relate to the goals, content and structure of teacher education curriculum.

GOALS

First, it is patent that we cannot provide the prospective teacher with advance solutions for the problems he will confront in the classroom. Probably the most we can do is to help him develop a conceptual framework for thinking about and solving his problems as they arise, and to develop a few basic skills to help him get started.

We might well reduce the attention commonly devoted to the study of specific methods and materials of instruction, and place greater emphasis on general understandings and values and thought processes which may be developed through study of the behavioral sciences. The personnel of our profession has acquired from our culture a heavy burden of ignorance, pseudo-scientific distortions and myths concerning the potentials, nature and processes of development in individuals, among groups, and in the society as a whole. Unless the beginning teacher is strongly fortified theoretically, he readily becomes socialized into stultifying patterns of belief which prevail among his colleagues. Perhaps one of our main goals should be to supplement and strengthen the liberal education of prospective teachers—to free them from the intellectual fetters which commonly inhibit the effective guidance of learning in the depressed-area classroom.

CONTENT

Second, psychological principles which validate the organization of children's learning activities around large, purposeful units of experience are fully relevant to the over-all structure of the program in teacher education. Separate little course-compartments are poorly designed to foster broad generalizations which facilitate transfer and problem-solving. Atomizing the teacher-education curriculum invites undue over-lapping and facilitates the fossilizing of content and method.

This general proposition would seem to call for organizing the teacher-education curriculum around a few broad areas of instruction. Each unit of the curriculum would integrate much of the content normally included in several conventional courses. Content would be functionally organized to provide theoretical insights and practical skills relating to the tasks of the beginning teacher. The problem-focused seminar is perhaps the most appropriate form for such instruction.

STRUCTURE

Third, the common hiatus between theory and practice in teacher education probably stems in large measure from the fact that on-campus study and work in the field are generally conducted quite independently, even by different faculty personnel. The indicated corrective would be to organize classroom instruction and related field work as one unit with common faculty personnel giving guidance to students in both areas. This structural integration of classroom study and field experiences should facilitate the continuing flow of ideas from one to the other, with reciprocal feed-back from both areas.

The guidelines suggested are being implemented in different ways through innovative programs of teacher education now emerging in New York State and elsewhere. Our experience at Yeshiva University is with what we call the Project Beacon Training Program, and a brief outline of its content and structure illustrates one approach to the problems here discussed.

Classroom instruction in this program is organized in three broad, problem-focused seminars which run concurrently through the year—on the Psychology of Human Development and Learning, on Social Organization and Process, and on Curriculum and Instruction. The latter seminar embraces much of the professional content generally taught in courses in education. The other two reflect emphasis on the behavioral sciences.

The instructor of the seminar on Social Organization and Process organizes and supervises students' field work in social agencies serving slum neighborhoods, and the instructor of the seminar on Curriculum and Instruction organizes and helps to supervise student teaching in depressed-area schools.

The instructors of all three seminars, with two additional supervisors of student teaching and a faculty member assigned to research evaluation, meet regularly as the staff of the program to share experiences and to plan instruction, both on-campus and in the field.

These recent innovations in our four-year-old Project Beacon Training Program have not "solved" what I called "the most persistent problem of teacher education"; no mere redefinition of content and structure could hope to do so. We are persuaded, however, that they provide a curricular framework which facilitates continuing development toward viable solutions.

Dr. Wilkerson is Associate Professor of Education and director of the Project Beacon Teacher Fellowship Program at the Ferkauf Graduate School of Yeshiva University.

PHILOSOPHICAL AND PSYCHOLOGICAL BASES FOR CURRICULUM CHANGE

Discussant:
Mrs. Dorothy H. Cohen

Mr. Gerald Weinstein

SUMMARY Dr. Calitri commented that nothing has changed in education or teacher training in thirty years. Most kids are alienated. A new focus on the teacher as a total person is needed. Teachers need to develop new ways of looking, feeling and being. The cognitive domain is priceless — but so are all other aspects of the teacher's body for he must first of all be a human being.

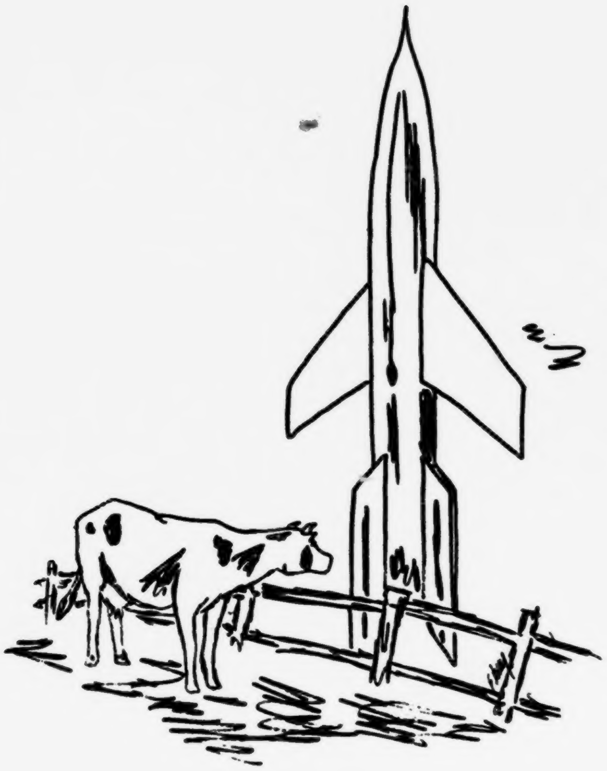
Dr. Hamburger then reported that theoretical rationales must pervade and not merely precede programs. There is a need for greater understanding of the sociological and psychological forces operating on educational programs. Practical work must be related to theory—love is not enough. Insights must be developed into different modes of learning. Curriculum reform has been reactive. A thorough exploration is required for changing belief systems. We need a basic ideology, a systems approach, and less emphasis on teacher deficiencies.

Dr. Wilkerson followed by stating that the feedback concerning conventional teacher training efforts is in the main negative. Since we cannot supply trainees with the answers to all the problems that will arise, there should perhaps be less emphasis on methodology and more on the development of general problem solving, analytic strategies. Departmentalization of the university is an obstacle to broad transferable principles. We must organize class instruction with field experiences integrated as one unit involving common instructional personnel.

Mrs. Cohen reacted by saying that we don't seem to be getting at the causes for teacher failure. Do we individualize for differences as trainees? Are we as concerned with affect as we are cognition? New certification regulations do not allow elementary teachers to take work in the behavioral sciences. Emotions are not taken into account at the college level. We might apply social work training to education for developing the professional skills for interpersonal encounter. We might also consider social action for improving motivation in learning. But whatever the prescription, a great deal of time and support are required for human development so that we have depth rather than crash programs.

REACTION I suppose that what concerns me most in most discussions on teacher training is talking about it as something apart from the defined tasks of the schools themselves. If, as in the present situation, the tasks of schools are to get children to attain, master, and achieve the objectives of the various subject matter disciplines, then this constitutes **a highly cognitive mechanistic task.** In light of this task, **recommendations for teachers becoming more affective**, more human, more sensitive, more insightful as to sociological and psychological forces, strike me as **strangely irrelevant** to the inhuman task teachers are expected to accomplish. If, on the other hand, the tasks of the school were reconstituted (and I think this is the university's rightful responsibility since it reinforces the conventional school process through such things as its entrance requirements and evaluation systems) so that in addition to subject matter objectives, objectives in terms of social roles and personal development for children were more dominant, then many of the recommendations given at the conference would ring a lot more true.

To the argument that by developing more humanly capable teachers you are redefining the task of the schools, I maintain that it can rarely be done for the school system and its socializing influence is much too powerful for the most human humans. **It requires a system (the university) to reconstitute a system.**



CONCERN FOR SPECIAL CURRICULUM ASPECTS

ROLE OF THE HUMANITIES

Professor Thomas R. Hogan

The character, background, and social conditions of the members of a college class in English literature is not the primary concern of the professor. The disadvantaged, however, provide the teacher with situations that demand considerate approaches in every subject, and the techniques of persons that instruct the disadvantaged are largely shaped by the personalities of those to be taught.

Without trying to sally forth into the field of psychology, the teacher of speech recognizes that vocal training and personality training cannot be isolated or separated. That they cannot poses a real question: How do we go about improving vocalization and ultimately communication, and, at the same time, how do we condition the personality to not only accept but desire communication?

One possible answer is through a program in dramatic training. Such a program should not be a cause of exasperation to those engaged in the clinic, laboratory, and classroom by merely projecting a gaudy, public oriented show that appears flashy but lacks real value in depth. Such a program should be a thoughtful approach to the basic aims of this conference.

A possible first step in a program for vocal improvement is the training of the ear. This does not mean mere perception of sound, but the ability to distinguish tonal quality, stress, and inflections of pitch that ultimately determine meaning. Young people usually imitate well although they may not understand the mechanics behind imitation. The student will respond to the teacher who is sensitive to vocal factors, and who is not afraid to be a model of effective speech.

The student can also be influenced by recordings of professional performers reading poetry or dramatic literature. There is the power of Fredric March reading "The Ride of Paul Revere," the delicate intonation of Helen Hayes giving voice to "The Children's Hour," the moody and resonant rendition of Thomas Mitchell reciting "The Rime of the Ancient Mariner." Tonal quality, distinct patterns of stress and pitch, elasticity and melody of voice can be distinguished, and when pointed out, a new awareness of vocal factors takes place that can improve vocalization.

When a student has acquired some knowledge of vocal factors, his willing participation and general speech improvement can be accomplished in the second phase of the program, the production of tape recorded dramatic presentations such as the radio play. Here the student may make his first attempt at characterization. It may be quite crude at first. He will shout to display anger, run his words together to portray anxiety, and grunt woodenly when the script requires laughter. With the help of the teacher, however, the student realizes that certain vocal characteristics, certain pauses, certain expressions are necessary in reaching for identification with the character.

In order for the student to understand more completely the mood of the play, there should be an attempt at complete production. Sound effects and music can deepen the student's understanding of the drama, and often make his acting more effective. A teacher searching for adequate experimental material might be interested in two very good radio plays: *Sorry, Wrong Number* by Lucille Fletcher and *Invasion From Mars* by Howard Koch, both of which are available on recordings. Good characterizations distinguish both plays, but they are not so sophisticated as to prevent students from acting the parts. Both plays require music and sound effects which stimulate the imagination of the students.

If these suggestions are to be followed, the teacher should have a basic knowledge of radio techniques. Local radio stations are very willing to cooperate with the teacher, and can demonstrate the proper use of equipment and make suggestions to assist in the completion of programs.

The preliminary training in the radio play that the student has received is important for the third step in the program, which is actual stage training. This past year, I conducted an experiment with disadvantaged students in play production. I decided to have students compete for roles in open readings of the play. Amazingly, nearly one-third of the students engaged in speech classes turned out for the readings. After their readings were concluded, those who were not selected for parts desired to be included in the next play to be produced. Interest was that high.

The play decided upon for production was Thornton Wilder's *The Happy Journey To Camden And Trenton.* One reason for choosing this play was the simplicity of staging, but a more important one was the demands Wilder made on the imagination. His is a non-realistic play, and one of the most gratifying results of the performance was the response the student actors made to the imaginative elements in the play. Opening windows and doors that did not exist, lurching forward when an imaginary car stopped quickly were only a few of the actions that the students carried off well, and enjoyed doing.

Far from being satisfied with external action, the students penetrated and articulated Wilder's characters well. The student who acted the mother, for instance, was garrulous, emotional, humorous, and tender. The student actors seemed to realize the need for projection and clarity; they demonstrated poise before an audience; they shared an experience in imaginative communication.

The success of this project, although certainly not without problems conceptually or actually, does prompt the following suggestions:

> Teachers not already well versed in theater arts should take courses in directing and theatrical techniques.
>
> In the event of a compressed term project, the teacher should seek shorter plays, perhaps one act plays for production. In no event should plays of little merit be produced.
>
> Use non-realistic plays because they are popular with students.
>
> If play production is to be a regular part of the training of the disadvantaged, teachers of drama should form a committee to draw up a catalog of plays that can be considered for production.
>
> Plays should receive responsible and complete rehearsal and production. Plenty of time should be provided for rehearsal before presentation. Through constant drills, the student realizes not only the joy of acting, but is also aware of the work required for polished results. The student must constantly be made conscious of his serious responsibility in the play, and his responsibility and relationship to the other actors in the performance.

The program suggested in these pages is not intended to be anything but a part of a complete curriculum in speech training. It may only provide for small successes. But, as every teacher knows, a student's success, however limited, may provide the impetus to climb the steps to enrichment and dignity. For that height do we all strive.

Prof. Hogan is Assistant Professor of Speech and director of drama at LeMoyne College.

CONCERN FOR SPECIAL CURRICULUM ASPECTS

ROLE OF THE HUMANITIES

Dr. Rita L. Stafford

There is evidence of a gradually increasing concern that the retreat of the humanities and their comparative obliteration by political emphasis on the sciences has swung the pendulum too far over toward where it should not be. Recent demands have been made upon educators to review sequences of "teacher education" which have apportioned time and effort among the humanities, the sciences, and the social sciences as distinctive areas and forms of knowledge. This artificial isolation of subject matter groupings is a departure from the total concept of intellectuality, challenges the integrity of the separate studies, and engenders grave dangers in the demands made upon literature, poetry, drama, and decorum.

In addition to these problems, there appears to be a misapprehension that the role of the humanities is essentially indoctrination concealed as intellectual discipline. Another fallacy lies in the expectation that basic concepts and ideologies can be taught within the confines of the college classroom through the utilization of long-outmoded techniques. Neither of these statements are, or should be, true.

The humanities have come to connote an intellectual activation and the training which produces it. Since, for Cicero, education reached its goal in the production of the orator, the principal acquisition and instrument of training was literature (in a wide sense), and the outcome of intellectual culture was depth. precision, and effectiveness of utterance.

Language, however, does not necessarily cause communication to occur. Even the term "humanities" is described in several dictionaries with such varied interpretations that one may easily determine what appears to be evident on the basis of what is read and translated into meaningful comprehension in terms of affective experiences and resultant beliefs.

Logically then, the language of the written and spoken word is not the most effective means by which to teach *any* subject area for, unless language is heavily supported by varied methods of creative expression, the imagery of words is not sufficiently stimulating so as to arouse enthusiastic personal involvement in the critical concepts which envelop the humanities and which must be scientifically examined, evaluated, and then eventually adapted by the student as his own.

Initially, the study of language and concept must be treated not merely as a science but as the art of expression. The training ground in literature has increasingly shifted from the classics to modern readings and, especially, to whatever is for the student the literature of his mother tongue. More recently the aesthetics have supplemented the study of literature and verse and have been able, in measure, to apply some of the methods which will herein be advocated.

Poetry and music foster reaction and effervescence in many students by virtue of their rhythmic emphasis and appeal but. like literature, they rely rather heavily on language to complement physical involvement and should, therefore, be utilized as a supplementary technique.

Having eliminated verbal language as the basic method of humanities instruction, and having assigned poetry and music to supplementary roles, the search for a vigorous nucleus around which the humanities could be dynamically developed yields the familiar techniques utilized by campers intent upon creating interested personal involvement within a pleasant learning situation—"arts and crafts."

Regardless of the subject matter area, an appeal to the sense of vision and touch is the most effective means whereby interest can be activated and, if interest is the prime determinant of motivation, then personal involvement is the way in which interest can be created.

This is not to suggest that, in addition to literature, poetry, and drama, the basic concepts of gentility, tenderness, decorum and consideration be taught in a course in Creative Expression. Rather, this is an affirmation that ALL subject matter (wherever possible) should be taught through constantly reiterated art and craft media which require repetitious exposure to participatory experiences which then serve to reinforce intellectual concepts.

Students cannot comprehend Aristotle's view of man as a "political animal" without involvement within a political structure. They cannot be expected to conceive of Edmund Burke's "religious animal" concept without having experienced contact with religion. William Caxton distinguished the humanity of man only from Divinity but, unless students are cajoled into expressing their concepts of Divinity, they cannot also make the transitional analysis from what is Divine to what is human. Verbalization of this intangible is difficult when it is the initial stage. Music and poetry ease the transition. Paint, ceramics, dance, design, woven texture and molded metal all serve to implement the emotions which can be more easily expressed through various art media than through verbal articulation. Having made the initial effort, the poetic and musical reinforcement serve to aid in the development of the expressive word.

To be more specific, students can learn gentleness by the gentle use of art materials. They can learn tenderness by carefully handling ceramics. They come to understand literature by expressing themselves initially through art or craft media and then comparing their own creations with that of literary forms and the subsequent analysis may lead to insight and depth.

As educators, we must recognize that unless the humanities are taught within the framework of an activated, personally involved curriculum, our scientific knowledge may enable technologists to reach into outer space while, simultaneously, our own planet will become inhabited by a people devoid of the qualities, feelings, and inclinations proper to a rich full life indicative of an enlightened Mankind.

Dr. Stafford is Assistant Professor at Long Island University.

ROLE OF THE HUMANITIES

Discussants:
Dr. Adma d'Heurle
Dr. John S. Morris

Mrs. Regina Barnes

SUMMARY The principal emphasis of the speeches presented by Drs. Hogan and Stafford on the subject of the panel related to the techniques to be employed in the teaching of the humanities through speech training and the utilization of the arts and crafts approach. An additional paper by Dr. Stafford, which this recorder had the pleasure of reading immediately following the session, concerned itself with a general analysis of recurring modern day issues such as "middle class value-oriented teachers"; the inaccurate confining definition of the term "disadvantaged" to minority slum children only; the pervasive, across-the-board negative attitudes of achievers towards non-achievers, regardless of color or class; the dominant emphasis on sciences over the humanities leading, perhaps, to a technologically expert world which will destroy itself because of aberrant values; and the reasonableness of assuming that all individuals must be educated regardless of their ability, desires or aspirations.

The discussants and audience participators turned to an examination of the role of the humanities, confining the major portion of their remarks to an interpretation of the topic on the college level. It was stated that the importance of the esthetic experience, or romantic approach, "humanizes" the teacher and enables him to relate to individuals despite palpable differences which may exist between them. The emotional element inherent in an esthetic experience is also highly important to the disadvantaged student, for it corresponds more exactly to his language than rational or conceptual ideas.

The role of the humanities in teacher preparation was presented as an absolute necessity for providing the instructor with a base for critical examination of his own values and those prevalent in the world around him. The study of humanities, it was maintained, leads to a heightened perception of the individual towards himself, his fellow-man, and society; and provokes the mind to explore those ethical judgments which it can accept and those which it must reject. It quickens the sense of injustice and stimulates sensitivity towards the plight of others. It is fundamental to learning, and thus to teaching, since it raises primary questions concerning the real role of education, the phenomenon of interaction, and the nature of commitment.

Exception was taken to this philosophic "ivory-towered" approach to the humanities. The contention was raised that such an interpretation applied to a highly selected group of students on a sequestered campus and bore little validity to the throbbing world of slum classrooms within which many young teachers must function. It is well for all individuals to search into the origins of attitudes, beliefs and value judgments; but the practicing teacher must be far beyond this contemplative journey, and schooled to cope with daily, realistic problems. He must be trained in the techniques of transforming the humanities into a breathless experience for his students, so that they will eventually seek out these areas for themselves in the stimulated desire to vitalize their own lives and communicate more successfully with others.

It was suggested that, by the time a child is six, he enters the classroom with a set of values. His exposure to the humanities must become an internal experience which will lead him to broadening conceptualizations concerning mankind and the universe. This can only be accomplished if the teacher can present such new experiences with confidence, enthusiasm and expertise. Thus, his own background should consist of a liberal arts education for at least the first two years of college, plus courses in classroom techniques at the end, enabling him to function competently in the transmission of knowledge, ideas and values.

REACTION There exists some dispute regarding the disciplines grouped under the humanities on the college level. Generally, however, as secondary schools are now constituted, there is less argument concerning the subjects contained in the area of the humanities on that level. They are English, foreign languages, music, and art. The latter are usually treated as minor subjects; the first is a major four-year course enveloping literature, written and oral expression, grammar or linguistics, remedial reading when called for, and drama. Considerable emphasis is placed upon effective teaching of the "language arts" as English is now broadly designated, for it is apparent that competency in this field is highly essential for academic achievement and appreciation of the humanities as they appear in the world outside.

The teacher of language arts is confronted with major difficulties. Even among the more affluent and culturally oriented homes, there are fewer hours spent in which reading is a predominant activity. The "media" has replaced the printed page and, if one is to take Marshall McLuhan seriously, constitutes not only a significant source of values and information but is, in effect, the message itself. Thus, **the teacher must contend with widespread non-reading habits, distracting entertainment appliances, time consuming extra-curricular activities, and societal emphasis upon scientific subject areas.**

With youngsters of low socio-economic background, the problems are even greater for the teacher. Often their homes do not contain books nor foster active library usage; their acquaintanceship with museums and art forms are minimal; their verbal skills are based upon dialectical differences from the speech patterns of the majority and are limited in vocabulary; their written expression is hampered by experiential confinement and alienation from cultural participation. Thus, **the teacher of language arts must not only compensate for the humanistic deficiencies inherent in these children's backgrounds but must also devote a large part of classroom activities to corrective methodologies which will raise their levels of reading and written and oral expression to those of the national norms.**

Too often it appears to experienced supervisors that neophyte teachers are inadequately trained for their vital role in the field of the humanities. Their own experiences and the college curriculum do not equip them adequately with an extensive knowledge of these multiple areas nor train them sufficiently to promulgate effective classroom practices. It has been suggested that these lacunae be corrected by broadening university curriculum to include such courses which will **provide the prospective teacher with comprehensive knowledge of the field and insight into correlative areas of inquiry that will enrich his individual perspective and his esthetic and critical judgments.**

On another level, but one that is of major importance, many projects have been innovated throughout the country for introducing youngsters in impoverished areas to experiences in the living humanities. These programs, of which *Higher Horizons* may be considered a pioneer one, are designed either to bring the world of art, drama, ballet, and music into the school or to transport youngsters out of their restricted environments. Effects of cultural experiences can be considered significant only if they lead children to fuller understanding of, and greater interest in, the large, creative world around them and if they stimulate communication of their own ethnic heritage. **The teacher must be ready, therefore, to utilize fully these enriching experiences within the classroom, so that they do not remain isolated episodes but become inner resources for self-motivation, self-identification, self-acceptance, and self-made dreams.**

CONCERN FOR SPECIAL CURRICULUM ASPECTS

READING AND LANGUAGE ARTS GATEWAY MATERIALS

Dr. Marjorie B. Smiley

Since 1962 Hunter College Project English Curriculum Center, supported by a five-year grant from the U.S. Office of Education, developed eleven curriculum units for educationally disadvantaged junior high school students in urban centers. Although these units have been and are being pilot tested in classrooms, the project has not been directly involved in the preparation or in-service training of its cooperating teachers. The anthologies for children and detailed lessons plans in the curriculum have implications for education of teachers of English who work with educationally disadvantaged children.

The aims of the project are to aid underachieving children to read with greater interest and skill, to improve their ability to communicate their perceptions, feelings and ideas, and to develop their sense of self worth and their understanding of themselves and of others. Particularly distinctive is its focus on humanistic aims. Children in classes using the Gateway curriculum have their own untutored perceptions of these aims. Without prior discussion of the aims they say the goals are:

> to develop the mind and interest of the students.
>
> to help us bring out our feelings and the way we feel about things and people.
>
> to learn how to speak with each other and to help each other.
>
> to help push our vocabulary up higher, and
> to help students on their reading level.

They recognize the weight given to the humanistic aims of perception, understanding and communication.

Literature is the core of the program with thematic organization of curriculum units. Literature in the traditional curriculum from which these students have been drop-outs or cast-offs is too difficult in reading level and overwhelmingly alien which impedes a sense of identification between reader and book. Literature that is short, fast-paced, deeply felt, urban, contemporary, and that at least sometimes provides minority protagonists increases the underprivileged urban child's motivation to read. *Educationally disadvantaged students need knowledge of literature, especially modern literature, including literature by and about minority groups in the United States.*

In courses in English methods the teacher needs experience under guidance in organizing activities in thematic units around humanistic themes relevant to the interests and needs of the adolescents he will teach. Teachers of children who have experienced bitter frustrations and hard-won satisfactions need more than an adolescent psychology course. They need the perspectives that come from the study of the subcultures of minority groups, including their special problems, resources, and heritage. Adolescents in our culture try new levels of independence from their families during which they experience confusing feelings of dependence on, pride in, shame about their families. The first unit in the Gateway curriculum is on families. Knowledge of the experiences of children led to the creation of stories about foster families, extended families and families headed by mothers as well as about idealized nuclear families. The families include Jackie Robinson's indomitable mother; Roosevelt Grady's migrant family, lacking a house but with love to spare; a Puerto Rican family in which an older brother is a mainstay; an African tribal family showing the universal heritage of family love. The implications? *Teacher education programs should include relevant course work and field experiences in sociology and cultural anthropology. Courses and workshops in methods should assist teachers in applying insights so developed to their classroom practices.*

Whether because of differences in the language they learn at home or because of the inhibiting effects of middle class teachers who reject verbal contributions of children who speak a low prestige dialect, children often have difficulty in handling abstract ideas and complex relationships in communications. Teachers complain that their students "have nothing to say," "use unacceptable language," or that "they can't be understood." Unequipped to listen to what their students say, teachers often settle for keeping children occupied with routine tasks—with spelling lists, and inching through workbooks. Until teachers are able to listen to children who speak low prestige dialects without passing judgment, they are unlikely to initiate and maintain classroom dialogue so important to children's development of skills in spoken English. Gateway English emphasizes discussion, storytelling on audio tapes, dramatic improvisation. The teacher is urged to encourage children to express feelings and ideas in their native dialect, leaving matters of usage and mastery of a prestige dialect for later. Since our anthologies include selections in which characters speak dialects representative of different regions and social class levels, study of dialect is introduced as part of the discussion of character delineation and relationships. *Teachers should approach language from a linguistic rather than from a prescriptive or moralistic stance. Study of linguistics from a social or anthropological viewpoint is essential to teachers who would foster genuine communication with their students.*

Gateway utilizes inductive teaching methods with greater frequency than many programs for underachieving students. One way of understanding the learning difficulties of these children is to view them as being at an earlier stage in cognitive development than their more academically successful age peers. Lack of skill in translating experiences into abstract formulations is recognized in Gateway lessons in many ways. Illustrations and examples are provided to aid students to make comparisons, connections, and generalizations. Concepts in language and literature are often illustrated by visual instructional materials. Films and photographs are used to stimulate oral and written expression. Opportunities for decision-making, for working in small groups, and for practice and application of study skills are a part of the program with active, manipulative, dramatic, and experience-based methods of good teaching. Underachieving teen-agers reject childish content, elementary types of control and personal condescension. They are very responsive to a program that is enriched with music and art, filled with opportunities for creative participation, and that leads to "discoveries" of ideas and of their own capacities. *Include in programs for secondary level teachers preparation in methods of teaching critical reading and study skills, acquaintance with audio-visual resources, and at least basic familiarity with techniques for creating original audio-visual aids.* Most important, though probably least likely to be implemented, are provisions for teachers to participate themselves in creative play. Imagination, spontaneity, verve, are qualities of incalculable importance in capturing and involving educationally neglected children. These qualities are innate and highly personal, but they are latent in us all, and teachers should be encouraged to develop them. *How might English classrooms light up if we saw to it that English teachers participated at some points in their preparation in workshops in creative writing, drama, dance, choral speaking and music—preferably out of college, out of school, and with the children they will teach!*

Dr. Smiley is Professor and director of Research Projects Preparing Curriculum Materials for Teachers of the Disadvantaged at CUNY Hunter College.

CONCERN FOR SPECIAL CURRICULUM ASPECTS

READING AND LANGUAGE ARTS SKILLS CENTERS

Dr. S. Alan Cohen

Skills Centers is a pedagogy developed in classrooms for underachieving, disadvantaged children and youth, grades four through Job Corps. It evolved from one model of high intensity learning, six principles of learning and six guidelines for positive psycho-social development.

The High Intensity Learning Model

$$\text{PERSONALIZE}\begin{cases}\text{the CONTENT (SKILL) taught.}\\ \text{the LEVEL at which CONTENT is taught.}\\ \text{the RATE at which the CONTENT is taught.}\end{cases}$$

To achieve high intensity learning, the method and/or materials in use must provide a specific operational *skill* or *content* for a specific child who needs that skill or content at the *level* and *rate* unique to his learning style.

A Skills Center sets achievement in reading and writing as its operational goal, not psycho-social development. But it applies principles of positive psycho-social development to facilitate the achievement of this operational goal.

Six Principles of Learning

1. *Capacity* determines *when* to teach *what* to the individual. Each child is diagnosed, not evaluated. An analysis of specific strengths and weaknesses is made of each child. His learning schedule is then tailored according to this analysis and to the realities of the materials and methods available in the center.

2. Motivated subjects learn more readily than unmotivated subjects. Children can be overmotivated as well as undermotivated, so we shift motivation to the child. We assume that all children want to learn to read and write adequately. That assumption has held up now for five years. We allow the child to interact or not interact with the learning environment, but we make sure that when he does choose to interact he receives private notification of the nature of his response. He then evaluates his own response.

3. Self selection of realistic goals promotes efficient learning. Within the limitations of the environment, the child is free to select from alternative channels of learning.

4. Active learning is more effective than passive learning. Skills Centers are self directing. Children interact with materials and with other children.

5. When the task is meaningful to the learner, learning is more efficient. Since the center uses self directed learning, the child is always aware of what he is doing and why he is doing it.

6. When feedback is constant, quick and positive, learning is facilitated. The child gets quick feedback for everything he does in Skills Centers. Most of the feedback is positive because we apply the high intensity model.

Six Guidelines for Psycho-social Development

1. Social development. Each child receives a private schedule of activities plotted on a time schedule. He and the teacher discover *after the fact* that two or more children are similarly scheduled (similar content, level, rate). They work together to achieve a learning subgoal.

2. Personal responsibility. Since the program is primarily self directing, the child learns to take responsibility for himself.

3. Success achievement as intrinsic reward. Teacher evaluations and external rewards are reduced. The child evaluates himself.

4. Reduced negative behaviors. By applying the high intensity learning model, instruction is personalized and rewards tend to be positive. Continuous positive reward tends to reduce negative behaviors in children.

5. Frustration tolerance. Because of increased positive rewards and emphasis on learning rather than evaluating, tolerance for occasional failure should increase.

6. Control of one's destiny. In Skills Centers the child determines his rate of learning and chooses from the alternatives available in the learning environment. For the first time in many children's lives Skills Centers offers experience in potency—i.e., they can shape a significant piece of their environment to their own ends.

The Teacher's Role in Skills Centers

The following teacher tasks are listed in order of priority.

Arrange a therapeutic classroom. Learning involves behavior change. When threatened, the organism tends to become rigid, reducing the probability of desired change.

Teach children how to use the environment. In Skills Centers the child learns by interacting with materials. The teacher does not teach beginning blends; he teaches the child how to use that part of the environment from which he will learn beginning blends.

Match materials to needs of individual children. The teacher must arrange the interaction of child with materials.

Diagnose and guide. That interaction depends upon the on-going diagnoses of individual content (skill) needs, levels and rates of learning.

First aid. Often, materials do not exist to meet specific needs at a given level or rate. Then the teacher must give first aid, often by direct teaching, one-to-one.

Develop materials. In the case of #5 above, the teacher must provide new materials according to the following list of expediencies:

a. Purchase appropriate commercially published materials.
b. Modify commercially published materials.
c. Create original materials using volunteers, pupils or paraprofessionals to do the labor.

Provide an I-Thou relationship. In Skills Centers teachers must confront individuals. There is no escape.

Group and regroup. As a result of on-going analyses and accelerated learning, children's needs will quickly change requiring continuous schedule changes for individuals.

Large group, teacher directed instruction. This is a useful technique occasionally. Not too often.

Skills Centers come in many varieties. Some are in self contained classrooms. Some involve three teachers on a team, each specializing in a subskill, 90 children, 3 class hours and 3 classrooms.

Does it work? We get two to four months mean grade level growth per month in Skills Centers in children or youth two or more years retarded in reading. We have seen marked changes in a 600 school population, not only in reading achievement, but in psycho-social behavior in only six months.

What kind of teachers do we use? Anyone we find in the classroom with a reasonable amount of sensitivity and intelligence.

What is new in Skills Centers? Nothing. There is not a single principle of learning listed above that you have not read in Hilgard. The guidelines of psycho-social development are so old that they border on the cliche. The unique feature of Skills Centers is that we stopped talking about self directed, individualized instruction and did something about it.

Dr. Cohen is Assistant Professor of Education and director of the Reading and Language Arts Center at the Ferkauf Graduate School of Yeshiva University.

CONCERN FOR SPECIAL CURRICULUM ASPECTS

READING AND LANGUAGE ARTS
WORD ANALYSIS

Dr. Gerald Glass

We must objectively examine what is involved in teaching word-analysis. Many of our "approved" methods are unreasonable or unwarranted in light of the tasks involved.

The teaching of word-analysis (decoding) should not be considered the teaching of reading. Reading is responding to meaning. Decoding a word is not reading but is a pre-reading ability. "Reading" comes into play after one knows the sound of a word.

Meaning in the formative stages of word-analysis growth is rarely a problem. Close to 99 per cent of words introduced in major basals are within the average youngster's vocabulary. A word-analysis "method" need not include the teaching of basic meanings.

Word-analysis ability may be hampered when within a phrase or sentence context. Too often is context (and not the early grader's ability to discover phonic and structural elements in words) a major factor in identifying the correct sound of a word. Words seen in context may undermine the need for developing word-analysis skill. Context (and pictures) frequently give both the student and the teacher a spurious idea of independent ability. It leads to apparent vs. actual ability. Many word-analysis difficulties "discovered" by junior high teachers may be the result of the context becoming too difficult to shelter the previously concealed weakness in word-analysis.

It is dishonest to say that words in our language can be sounded phonetically. There are over 2,000 ways the twenty-six letters of our alphabet can be sounded. The sounds of the vowels (the most difficult problem in word-analysis) are usually controlled by their place in the syllable. One cannot discover the sound of any vowel before first determining the syllable structure of the word (structural analysis). The "e" in pepper can only be known (if you are really using "approved" techniques) when you decide that the "e" is within a first syllable and is followed in the syllable by a consonant that is not part of a digraph. Only after this process of syllabication can phonetic analysis be used.

It is also dishonest to advise the use of syllabication as a technique in word-analysis. The narrowness of its rules, the contradictions, the mental gymnastics necessary to store information in order to decipher a word of two or more syllables, makes it ludicrous to suggest that the technique be used. (In fact, one set of rules actually requires that you know the sound of the word [motor, rapid] before you decide where the break occurs to discover the sound of the word!) That people use syllabication to discover the sound of a word is a myth now too long in the literature.

Gestaltists have long ago made us aware that the size of a configuration has little or nothing to do with the person's ability to "learn." It is the familiarity and the meaning one can bring to the object that will determine what one will learn. The eleven letter word *grandmother* is less difficult than the four letter word *here*.

Objects composed of discrete elements initially can be seen as wholes and then, if necessary, seen as composed of various parts. A child first identifies a car, a house, and a toy before he needs to deal with the parts which make up the whole.

We can "learn" to see what we want to see and subordinate what we do not. Hold a pencil up to someone and say only "What do you see?" Everyone (yes, everyone) will say "a pencil." The observer will see a great deal more. Your fingers, hand, arm, shoulder, head, torso, the area behind and around you are in his view. But he has "learned" to discriminate out of the field based upon his learned mental sets.

These factors suggest that in word-analysis it is possible (and maybe even natural) for a child to find a three and four-letter combination such as ing, ate, and ight as easy to learn as single-letter phonic sounds; such letter clusters may be seen as one whole rather than three or four separate letters. As one learns to "see" only a certain part of a complete view depending upon mental set, one might be able to look at an unknown word like *distenationing* and see only what one has learned to see.

The reader is advised to say the unknown word aloud. Did you read the word at sight or did you sound the word out? You sounded it out. Did you use syllable and phonic rules such as vccv, vcv, open syllable and closed syllable, two vowels together, etc.? Of course not! Did you notice the little words in the big one and use the sound of these words in the analysis: e.g., at, on, in, nation? I hope not.

What then was used? The reader had no choice. He has been conditioned through his consistent and extended dealings with words used in American writing to respond to clusters of letters in an unknown word that seem naturally to come together. We see (and hear) within the whole word dis/ten/a/tion/ing or possibly d/is/t/en/ation/ing, but never the /ste/ or /ena/ or /tio/ or /nin/ (all of which are orthographically possible). Thus any activity in the formative stages which fosters seeing the "correct" clusters would contribute a great deal toward developing word-analysis proficiency.

Unknown words are correctly identified through a process which utilizes a conditioned perceptual set that automatically scans a word for its structural sounding elements (letter clusters) as they have been historically consistent in the reader's experience. The reader of this article is asked to examine the unknown words *"blassment, trepulation, trom* and *deplistrationer."* It is most certain that you "read" the words letter-cluster by letter-cluster, as you have "learned" these letters arrange themselves in your experiences with the language. It is as if there were unique spacing between the common structures in the word. You probably used nothing more than your instant (conditioned) knowledge of these "phonograms." (For words which have structures that do not fit a consistent pattern (police, great) no word analysis method can apply.)

If we agree upon how successful readers identify unknown words, it would be fruitful to backtrack and attempt to develop ways of learning word analysis which would be consistent with what we desire the end result to be.

An approach called "perceptual conditioning" has been developed to be consistent with the positive factors which seem to be valid in word analysis. The "method" requires youngsters to examine known words (out of context) both visually and auditorially in a way that would foster a habitual response to the correct visual clustering of letters. Mental sets to see "correctly" are controlled and fostered by the teacher's complete direction of how a youngster is to examine a word and identify the sounds within it.

Dr. Glass is Associate Professor of Education and director of the Reading and Study Center at Adelphi University.

READING AND LANGUAGE ARTS

Discussants:
Dr. Breese F. Barbour
Mrs. Riva Reich
Dr. Virginia F. Allen

Dr. Mary Durkee

SUMMARY There seemed to be consensus that all educators need to know more about reading since it presents one of the most critical problems for the disadvantaged. There is a need, not for more courses but for more meaningful courses. Since a "new breed" of teacher is not always possible, the skills center approach could be used where teachers learned how to develop a specific skill with almost a "cookbook" approach.

Teachers need special training in ways of selecting and using appropriate materials, in handling and knowing about dialects, in training pupils to take initiative and responsibility for their own learning, in acquiring effective techniques for teaching the individual student on his level, in cutting down on verbalizing rules and work-book "busy work," and in finding more workable techniques of word analysis.

Take a careful look at what skills children need to learn to read. Don't teach all of the skills if a child is catching on. Assign a new role to the teacher, embodying such functions as that of a director of a learning system (rather than an active dispenser of knowledge), a diagnostician, a behavioral scientist, etc. Respect the ideas of student teachers. Lack of faith in any classroom teacher or cadet may close the door on worthwhile innovation.

Methods used and the kind of teacher are more important than the materials. It's easy and tempting to blame materials for our shortcomings in teaching youngsters to read.

When we say, "Involve the children," we must give teachers enough practical help so that it really happens.

A spokesman for the classroom protested that teachers are already doing many of the things suggested—"College people need to get into the classroom to see it."

"It is the responsibility of colleges to take a long look at what they are doing, do follow-up studies soon and often. They must come back and modify on the basis of what they have learned."

REACTION The paper describing the Gateway English Curriculum reflects a real understanding of adolescents, their needs and the kinds of programs that appeal to them.

It was reported that the materials had been pilot tested in several school systems. The reactor would have been interested in knowing what evaluation techniques were employed, with what results, and whether teachers were involved in the preparation of the curriculum and selection of materials.

The points are good ones that teacher preparation courses must give teachers an extensive knowledge of literature if they are to use literature effectively as a vehicle for reading, and that teachers of the disadvantaged need something more than the traditional adolescent psychology course.

There were many fine suggestions for involving students in verbal interchange.

The philosophy embodied in the skills centers program is one which educators have subscribed to for years but done little to implement—personalizing instruction in terms of content, level and rate.

Guide lines for psychosocial development make good sense in terms of human relations regardless of the educational setting. If these principles are working with disadvantaged students, who is to say they will not take the ceiling off achievement for others whom we have lock-stepped through traditional formal reading classes?

Change in the role of the teacher strikes a positive note. Here again, the reactor pleads that all teachers see themselves in this kind of role.

Although the reactor responds very positively to this paper, there are a few questions she would pose.

"The teacher does not teach beginning blends; he teaches the child how to use that part of the environment from which he will learn beginning blends." What does this mean?

There is a question of whether teachers can really handle an individualized reading program successfully without very careful extensive training. Perhaps the author was making the point, however, that this approach to the teaching of reading should be a part of teacher training.

The results are very encouraging but there are questions.—Has the Hawthorne effect worn off yet? Do students sustain this progress or do they reach a plateau in time? Perhaps the program is too new for these questions to be answered.

The author is to be commended for his follow-up study of the NDEA participants. Too often professors have no contact with a student once he leaves that class, thus perhaps perpetuating ineffective techniques.

The paper on teaching word analysis presented an interesting view of reading instruction. To teach letter clusters makes good sense. **However, there is an abundance of research on various reading techniques. The results play like a broken record. There is really no overwhelming evidence of the efficacy of any one program as opposed to others.**

The reactor would be interested in seeing what research data are available to substantiate the "gratifying results". She questions the claim that "the writer predicts that within a three or four-month period, the average first grader will be able to analyze unknown words with the proficiency of the average third grader."

The point is valid that to teach context clues may give a child a false sense of security and weaken word analysis skills. However, the good adult reader uses context clues. In the final analysis, reading is a thinking process, with word analysis being only one facet of the whole.

The writer stated that—"99% of the words were already within the average youngster's vocabulary." If the author is proposing this method for the disadvantaged, he is in error in using statistics describing "average" youngsters.

The reactor's over-all assessment of the session might be summarized in this way—**the speakers and discussants are tackling the reading problem sincerely and intelligently. They are all gravely concerned about our failure to teach the disadvantaged to read.** Although all three programs have merit, the reactor is not optimistic about any dramatic breakthrough coming as a result of any of these programs, or in fact any program that the reactor might propose! **Failure in reading is only one problem of the disadvantaged, and, until social and economic ills are treated, the reading problem is not going to be solved.**

CONCERN FOR SPECIAL CURRICULUM ASPECTS

BILINGUALISM

Dr. Beryl L. Bailey

A section on bilingualism in this conference comes as a surprise to no one. We are all aware of the fact that an increasingly large section of our school population in this state is drawn from the bilingual Spanish speaking community, and that there are others (perhaps fewer in number) for whom we have equal concern. What may be surprising, however, is the inclusion in a consideration of bilingualism of the vast numbers of Negroes who are generally said to have non-standard English or Negro dialect usage.

The rationale for including this group is based on recent linguistic research which indicates that for all practical purposes these children operate under many of the handicaps of the foreign-speaking child, and that the mere resemblance of their language to English does not put them at any advantage either in acquiring effective use of English, or in understanding all that is taught in this mode. In fact, the reverse may very well be true. Both pupil and teacher may be lulled into a false sense of complacency in the belief that they speak the same language.

For a long time it was assumed that Negro children spoke a dialect of English containing certain well-known features, and that concentration on correcting these as the need arose was all that was necessary to produce effective users of the language. Thanks to recent research however, we now know that these are not errors subject to piecemeal correction, but that they represent parts of an identifiable structure which, while overlapping with English, differs from it in certain crucial aspects of the grammar and sound system.

Aberration in the Use of "to Be"

A couple of examples will suffice. In a longitudinal study just reported by Professor Walter Loban of the University of California at Berkeley, eleven grammatical categories were listed as creating difficulties for Negro subjects, four of them involving the use of the verb *to be*. He notes: "In ten years of schooling they make enormous improvement in subject-verb agreement and in using auxiliaries, yet almost no improvement in using the verb *to be* appropriately or in standardizing verb forms." From the linguistic point of view this universal aberration in the use of *to be*, especially in the omission evidenced in 'my mother sick', is not simply an isolated feature to be corrected in the sentence in which it occurs, but a systemic omission which must be so handled and taught.

Low Tolerance of Final "Resonant + Stop" Structure

Or, let us take the presence in the speech of the children of such pronunciation as *shell for* 'self', *win* 'wind', *mine* 'mind', *thing* 'think', *tesses* 'tests', *desses* 'desks', or *wasses* 'wasps'; these are all reflexes of the sound system stemming from a single phonological law of the dialect, the fact that it does not tolerate clusters of the structure "resonant + stop" in word final position. A recognition of this fact could result in procedures which would effect considerable economy in both materials and methods in the classroom.

The recent announcement by the Board of Education in New York City that Negro and Puerto Rican children now constitute the majority of all public school pupils should serve to jolt us further out of our complacency where the language competence of both groups of children is concerned. For unless we make mass assault on the language phase of our teacher training grams at both college and university levels, elementary teache in New York City, and to a lesser extent secondary teachers as well, will find themselves teaching a population with whom they cannot fully communicate.

A radical change in our approach is mandatory. We cannot assume that teachers trained in traditional methods in the language arts are adequately equipped for the new classroom. Proficiency in English and in the methods of teaching it to native speakers does not mean proficiency in teaching it to non-native speakers. Nor can we assume that teachers trained to teach English as a foreign language can supply the needs of our schools. There are not enough of them, and even they can at best be but lame substitutes, for their training has traditionally been for the high school level where the goal has never been to produce effective users of the language capable of conceptualizing and expressing themselves in it.

I do not, of course, need to point out that the Negro child is not a bilingual in the same sense as the Puerto Rican. He never consciously shifts from one mode of speech to another as the Puerto Rican does; besides, his passive control of English far outstrips his active, so that we can assume that he does understand some of the instruction given him in the school language, even if he cannot produce it spontaneously.

Revised Teacher Preparation Program

One conclusion to be drawn from the foregoing is the need for revision in the curriculum of our teacher training programs to take care of this phase of the language arts. Such a curriculum must include courses in language and culture, in linguistics and the structures of the specific languages concerned, as well as the usual courses in the psychology of language learning, language development, the teaching of English as a second language, and so forth. Teachers must understand the role of language in a culture or sub-culture; that one's first language teaches one specific ways of dealing with experience and imposes habits of conceptualization which must be taken into consideration if change is to be effected. Equipped with these elementary tools, teachers will then bring to their classrooms certain understandings which will enable them to cope with diverse classroom situations. In the meantime colleges and universities must gird themselves to offer this type of program. Some are already at the task, but much remains to be done.

Dr. Bailey is Assistant Professor of Linguistics at the Ferkauf Graduate School of Yeshiva University.

CONCERN FOR SPECIAL CURRICULUM ASPECTS

BILINGUALISM

Dr. Mary Finocchiaro

At Hunter College, bilingualism as it relates to teaching the disadvantaged has been approached from more than one direction. The term "bilingualism" lends itself to several interpretations and its attainment should be a desideratum for more than one group. Reinforcement or acquisition of bilingualism demands different kinds of programs.

Speakers of other languages residing in the continental United States, many of whom were educationally and economically disadvantaged in their native lands, have not been able to take advantage of the upward mobility our country offers because of linguistic handicaps. Special training is needed to teach English as a second language, to foster cultural insights in second language learners. The problem is more complex when the economic and social disadvantages from which many pupils have suffered failed to give them the background of concepts and word symbols needed in school.

Research points to the desirability of helping speakers of other languages become literate in their native tongue if they are not already literate. Language maintenance is essential if these persons are to retain their cultural identity and enhance their self-image—and to serve as a potential resource for advancing efforts being made in the United States to teach foreign languages to more people.

Helping speakers of other languages maintain their native tongue places a special responsibility on teachers. They need special skills in group dynamics and in preparing and using materials of instruction in order to teach pupils placed in classrooms with continental Americans who are learning Spanish or Italian as a new, second language.

Bilingualism would be advantageous for teachers of pupils who speak other languages. Teachers should be encouraged to become bilingual at least in the language spoken by the majority of their pupils. This would be invaluable in guiding pupils and their parents in new and often frightening facets of school and community life; it would indicate to the speakers of other languages that teachers consider their native tongue a worthy vehicle of communication; it would help teach English to the speakers of other languages—when judiciously used.

Native continental Americans should be made increasingly bilingual if the United States is to meet its responsibilities in many areas of the world. Many school systems have made strides in this direction. However, foreign language programs have generally been offered only in classes for intellectually gifted children. In too few such classes have there been sizeable numbers of Negro children. The value to Negro children and to society would be immeasurable should they and their parents be involved in a curriculum area—heretofore considered a status symbol—which helps to foster a positive self-image.

Immersion of people in another culture through language learning or through direct teaching helps to overcome prejudices which generally arise because people tend to fear fellow human beings who may act differently.

At Hunter College we have evolved three special programs at the graduate level to help school systems meet these seemingly disparate but, in reality, parallel needs.

For many years we have offered a graduate 14-credit program for teachers of children of Puerto Rican origin.

Educational Workshops for Teachers of Children of Puerto Rican Origin.
Research Problems in the Educational Program for Children of Puerto Rican Origin.
An Educational Program for Children of Puerto Rican Origin.
Comparative Analysis of English and Spanish I and II.
Culture Change in Puerto Rico.
Migration Groups in Metropolitan Areas.
Practicum in Audio-Lingual Methods for Teachers of Spanish.

Teachers prepare materials for individualizing instruction; learn to diagnose pupils' problems; are made aware of the factors within the pupils themselves or the schools and community which may slow pupils' rate of learning. They are shown through concrete examples that children **can** learn. Courses are also given during the summer with opportunity to observe and teach in a demonstration class.

The second program is for teachers of foreign languages in the elementary schools.

Recently, we have been given authority to grant an M.A. in Teaching English as a Second Language, an inter-disciplinary program which aims to familiarize the teacher with:

linguistic and cultural background of students and their implications for teaching.
major features of the English language (its sound, structure, and lexical system).
cultural values of the English-speaking society.
methods of teaching culturally different youth—including the role of linguistics and behavioral sciences in the teaching process.
effect on learning of attitudes of parents, peers, other community members; sociological factors.
need for and procedures in group dynamics; curriculum development; curriculum adaptation; material preparation; continuous evaluation.

We have recently completed a research project, Curriculum Demonstration Project on Bilingualism in Early Grades, funded by the U.S.O.E. Some of our conclusions may be of interest:

Negroes, Puerto Ricans and others demonstrate equal ability in learning a second language.
variation in ability depends primarily on socio-economic level.
a second language or dialect is not learned automatically by imitating a teacher even at the age of five or six.
elementary school teachers found the program *reinforcing* since normal kindergarten and elementary school themes were used in the program.

We have been moving in the direction of giving our undergraduate students the attitudes, knowledge and skills needed to teach disadvantaged pupils. A required conference will be held for undergraduate students this spring. During the week of the conference, instructors will make a special effort in all classes to engage in follow-up discussion of the conference topics.

Bilingualism is a much abused term in some of our literature particularly relating to foreign language learning. If by bilingualism is meant the ability of an individual to use two languages equally well, it should be recognized by educators that such an objective is difficult if not impossible to attain in schools in this country.

The attack on disadvantagedness should be multidisciplinary if it is not to remain in the realm of platitudinous remarks about meeting individual needs or enhancing self-images. Pattern practice activities, emphasis on dialogue dramatization and other approaches used by foreign language teachers should be incorporated into programs for increasing the language competency of all children.

Attempts to change attitudes of teachers without at the same time giving them specific content, skills, techniques or devices they need to feel successful themselves, and to give their pupils a feeling of achievement, have not produced desired results.

Dr. Finocchiaro is Professor of Education at CUNY Hunter College.

CONCERN FOR SPECIAL CURRICULUM ASPECTS

BILINGUALISM

Dr. Nancy Modiano

School life for our non-English speaking children and their teachers abounds with frustrations; communication is often a matter of misunderstanding or no understanding. Whether or not discipline problems arise, all verbal phases of the curriculum are severely affected as long as language barriers exist.

I would like to discuss one of the areas most sensitive to language mastery, beginning reading, and to propose an approach designed to overcome language hurdles more rapidly. I would like to suggest that, wherever feasible, our non-English be delayed until they have mastered both reading in their own language and a viable English vocabulary.

This suggestion is based on research carried out at various times, in various places, and with varying degrees of scientific control; findings have consistently pointed to the advisability of introducing reading through the mother tongue. Let me describe one such study, in which I participated. The setting was a remote corner of southern Mexico, the subject monolingual Highland Maya Indians, the government there at least as anxious as ours that all citizens be literate in the national language. The youngsters attended local schools, some of which advocated that all reading be taught in the national language while others introduced it through the vernaculars. In federal and state sponsored schools all reading instruction was in Spanish; as with us, all materials, exercises, and examples were in the national language. Other schools, operating within the same tribal districts, but sponsored by the National Indian Institute, differed only in their approach to reading; in institute schools reading in the national language was taught only after students had learned both some oral Spanish and how to read in their mother language.

Students in all schools were tested for reading comprehension in the national language. Several measures were used; all pointed to the efficacy of introducing reading through the mother tongue. Percentages of children chosen by their teachers as "... able to understand what they read in Spanish" were significantly higher in the dual-language institute schools ($p < .001$). Other indications of the impact of the bilingual approach were the higher percentages of overall school enrollments, female enrollments, and adult literacy in communities served by institute schools (all p's $< .001$), The all-Spanish schools did not show superiority in any of the measures used.

Why were students who learned through the vernacular able to read with greater comprehension in the national language? Let us look for a moment at the reading act itself. We readily recognize that it is easier to read words which have meaning than a string of nonsense syllables; that has been well documented in the past; there is no need to belabor the point here. Yet, when teaching beginning reading to non-English speaking children we tend to forget that it is only in the mother language that reading materials can be meaningful.

If we were to accept the proposal to introduce reading through mother tongues, always accompanied by oral English, we would face problems in staffing, grouping, and materials, but such problems can be overcome. Since this meeting is primarily concerned with teacher education I would like to concentrate on staffing. For this program to succeed we would need teachers sufficiently skilled in the mother language, whatever it is, to be able to communicate easily with their students. If faced with a choice between a good teacher who lacks the language and one less well trained but fluent in it, I would recommend the latter; the data of the Mexican study indicate that ability to communicate outweighs formal education for success in teaching reading. At the same time I would recommend intensive in-service education, with well trained teachers learning students' cultures and languages and the less well trained learning more about our teaching styles. Another approach to staffing lies in the use of bilingual teacher aides.

As far as grouping is concerned I would like to suggest a study to compare the relative merits of special instruction in all-English classes with full-time orientation classes. New materials will also have to be developed, appropriate in both content and language for the learners. For languages transcribed in other than Latin alphabets additional consideration will have to be given to the desirability of helping children to literacy in their mother language versus ease of bridging into English. None of these are insurmountable barriers although they may need time and dispassionate consideration for solution.

The primary outcome of a program which introduces reading through the vernacular would be, in the long run, greater reading comprehension in English with the attendant improvement in academic achievement in all areas. In the immediate future there would be other benefits, benefits which have appeared in all comparative studies of mother language instruction. They have included increased mental health among students and greater carry-over of school programs into the community. As we show people that we respect them for what they are rather than demand that they instantly be remade into our foreign pattern, their desire to cooperate and learn from us increases and they become more receptive to our ideas. Also, of course, we live up to our ideal of respect and equal opportunity for all individuals, regardless of race, creed, national origin, or any other modifier.

Dr. Modiano is Assistant Professor of Education at New York University.

BILINGUALISM

Discussants:
Mrs. Helen Hartle
Dr. Grace Nutley
Sister Agnes Virginia McCarroll

Dr. Elliott Shapiro

SUMMARY The recorder reactor came in somewhat late because he had misunderstood the starting time for this discussion. He was able to infer that a difference of opinion existed about the importance of monolingual and bilingual teachers. It was argued in behalf of monolingual teachers that communication is more than a language and that sensitivity to what is being non-verbally communicated is basic in good teaching. The question was asked, "How do you prepare teachers for beginning reading who are not bilingual?" It was responded that teacher aides would be much better than teachers in communicating.

Agreement was quite general that "teachers must know themselves." They must become aware of their biases, and that differences exist between and among cultures. It was stressed that these are *differences,* not necessarily problems, difficulties, or indication of inferiorities.

Allied to this was the statement that "we should not demand of ourselves that we are superior in every facet." Everyone should accept the need for assistance.

It was also noted that our tendency has been to "make one ashamed of his language." It is necessary to reverse this tendency, and to utilize the foreign language as a resource for developing ego strengths. Even "non-standard" English should be utilized in this manner.

Another discussant from the floor made the point that it was not enough for one teacher to accept children. She urged that the entire school must learn to accept children.

This brought a question from the floor, "How do you propose that teachers know themselves?" Another questioner said, "What happens to teachers' dedication?"

Neither question was answered, but a discussant from the floor said that she felt that teachers should be given assistance in developing their skills. They should receive help in curriculum. techniques, knowledge, and in this way they would be assisted in retaining their self-respect.

A presenter closed the discussion with summary-like comments to the effect that teachers should develop empathy, perhaps through sensitivity training; that they should know themselves; that they should be able to communicate; that all children can learn, so they need more than attitudes; that a need for motivation exists; and that teachers must be assisted to develop their skills.

REACTION It seems quite significant that, **on a topic as specific as this, so much emphasis was placed on the understanding and acceptance of teachers, children, and cultural differences.** Except for the somewhat infrequent reference to subject matter, the panelists and discussants were in essential agreement that **effective communication depends on developing trust in one's self and in students.** Even the discussant who stressed the need for assisting teachers to become more skillful indicated that, perhaps, this was the best way to develop the ability to become empathetic.

This emphasis on the affective relationships by teachers who wish to impart a particular skill would seem to underline the fact that teachers have become aware that teaching and learning do not take place in a vacuum, or in an ivory tower.

ERIC

REPORTS BY THE EDUCATIONAL RESEARCH INFORMATION CENTERS

In order to provide an up to the minute report on research in progress in those areas central to preparing teachers for the disadvantaged, the directors of four Educational Research Information Centers were asked to prepare papers to be presented at this meeting. Since two of the centers are in other parts of the country, their reports were read.

ERIC Clearinghouse on Retrieval of Information and Evaluation of Reading

Indiana University

Dr. Edward G. Summers, director, reported that his center had been funded so recently that his unit was not yet in a position to analyze the holdings of that center and to prepare a special report. It was reported, however, that four monographs had been commissioned on Diagnosis and Treatment of Reading Problems, Study Skills, Secondary Reading, and Research Trends and Development in Reading. These monographs will be available from ERIC/CRIER in the fall. Other services relating to information retrieval, bibliographical reference and special resources in the area of reading will also be provided.

ERIC Counseling and Personnel Services Information Center

The University of Michigan School of Education

Dr. Gary R. Walz, director of ERIC/CPSIC, reported: The past year has been primarily a year of organization. Therefore, we have not undertaken any concerted programs for the integration of materials in special areas such as counseling with disadvantaged youth. What may be of interest to you is to learn something of our plans and activities for the coming year.

First, it should be emphasized that we are an Information Center for Counseling and Personnel Services and not just guidance and counseling. Under our new definition we will be concerned with personnel services at all educational levels and in all settings. The importance of this is that we are now bringing into one center the collective experiences of not just one professional group such as guidance but rather other personnel specialties such as school social work and school psychology. One of our main efforts in our information analysis function will be to identify the means by which personnel specialists can more effectively collaborate with one another and with other members of the educational community. In addition, our new scope statement means that we will be as concerned with counselors and personnel specialists in non-educational settings as those who are in educational institutions. This, of course, opens to us the exciting work being done in the youth opportunity centers and the employment centers among others.

A second area of focus for us is how you can assist in the dissemination and diffusion of information which you have localized in a center. One approach we are adopting is to assist different educational units to design information systems which will enable them to more effectively use their information. A vital question for anyone who is involved in behavior change is, how can we provide them with relevant information? The development of special purpose information systems is one approach to this. This has special relevance to the disadvantaged where both our research base and our personal data on individuals need expanding.

A third area of activity will be our focus on the development of a group selective dissemination plan where we rapidly inform special user groups of new developments in their areas. These user sub-groups will be identified by the inquiries and expressions of interests we receive. If the interest warranted it we could consider a sub-group relating to personnel services for the disadvantaged.

A fourth area of activity will be to explore and pursue unattended educational areas. Through research and reports we intend to identify areas where greater attention and use of resources is needed. Pertinent to your conference is our concern for the development of programs of student personnel services which are oriented to assisting youngsters with disadvantaged backgrounds meet the challenges of college.

ERIC

CLEARINGHOUSE ON SCHOOL PERSONNEL

The City University of New York

Dr. Leonard J. West, Director

The ERIC Clearinghouse on School Personnel has received during the past year several hundred unpublished documents dealing with teacher education, particularly on preservice and inservice preparation of teachers of the disadvantaged. We have examined annual issues of several hundred pertinent journals and serials. By this time we have a bird's eye view, certain features of which I should like to share with you.

The major purpose of this conference is to identify answers to questions about training teachers of the disadvantaged. My partially self-assigned role is that of devil's advocate. I will not point to the many demonstrably sound developments but, instead, will try to raise some uneasy questions about current activities in our area of interest.

How do we find out whether what we are doing is having desired effects? Consider inservice programs for experienced teachers being "retooled" to teach the disadvantaged—often in summer institutes. Assessment of the merit of these institutes seems to have taken the form of soliciting the judgements of participants and staff. At the termination of the 4-, 6- or 8-week program, participants are asked whether they thought the training program valuable, sometimes by a show of hands, sometimes by brief questionnaire. Often, the response is enthusiastic. Ought we to take such enthusiasm as proof of merit? I think not. The educational graveyard is strewn with subjective judgements that turned out, upon later availability of more objective criteria of merit, to be uncorrelated with objective measures. We want to know whether these teachers are behaving in appropriate ways in the classroom, as reflected by changes in the desired direction in the behaviors of the disadvantaged youngsters they teach, in terms of academic achievement, less absenteeism from school or fewer dropouts.

Our problems are all difficult ones. However simple it may be to solicit the judgements of participants in a program, there are no easy answers to difficult questions—at least not ones that we can depend on. I am sure we agree in principle on designating pupil performance as the proper criterion of educational effectiveness. Let us match our actions to our principles. Carrying out classroom research on methods and materials for teaching the disadvantaged and making the necessary measures of pupil performance can often require a considerable level of intervention in normal school procedures. Schools seeking help with educational problems can hardly expect that help to be forthcoming from a professorial armchair. If a question requires classroom investigation, then the schools must make arrangements for all conditions the investigator specifies as necessary. There are not many compromises the researcher can make if he expects to get dependable answers to questions.

Insuring that teachers engaged in classroom research are behaving in specified ways is the heart of classroom research. Too often, reports of these researches contain only the most global statements about the variables under inquiry. To the questions "What did the teacher in fact do?" and "How do you know that that's what he did?" we are sometimes given only sketchy answers. The dominating need in classroom research on teaching and learning is to move closer to the precision and rigorous control over events that characterize laboratory research. We ought to ask only those questions for which the necessary controls are available to us.

Platitudes abound, and operational definitions are scarce in the content of some teacher education programs and in the language in which objectives are couched. We hear that the teacher should "understand" the disadvantaged child, but the hallmarks of understanding, the nature of this understanding is not stated. We take trainees on tours of disadvantaged areas; we sit them in courses in urban sociology; we assign them to individual tutoring of children; they work part time in community agencies; they enter the public schools in one capacity or another earlier than the conventional senior semester of student teaching; they are "exposed" to all sorts of experiences, and somehow this exposure is to result in "understanding." When I was an undergraduate the popular phrase denoting fitness for teaching was "love of children." Whether "understanding" or "love" are necessary conditions for teaching and learning is a question. Even if they are, they are not sufficient conditions. One of my more hard-bitten colleagues asks: "Now that you love 'em, what are you going to do to learn 'em?" That question suggests some things we ought to mean by "understanding," things that could make the teacher more often the determiner of classroom events and less often the uncertain victim of uncontrolled events. It is possible that the teacher who "understands" children is one who has an accurate assessment of their entry status, who does not make untenable assumptions about their prior educational and life experiences. One could say that the teacher who understands children is one who has some notions about what sorts of events are reinforcing to children, however novel and upsetting to middle-class notions these events may have to be at the start.

These are things that might be included among operational definitions of "understanding," which is to say, they describe what teaching and learning are all about and that ought to be prominent components of teacher education programs. I make the case here for less clinical or mental hygiene conceptualizations of teaching and of educational psychology and for coming to grips instead with findings of scientific studies of learning processes. Travers and others have pointed to the failure of most educational psychology textbooks to deal with central notions about learning. Little in teacher education programs for the disadvantaged suggest that this sad state of affairs has been remedied.

I am uneasy about the absence of learning phenomena as prominent components of teacher education programs, about the frequency of subjective judgements as criteria of effectiveness, about the difficulties of securing administrative cooperation in school research, about the absence of necessary controls in classroom research, and about the platitudinous language which too often characterizes educational affairs.

ERIC

INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED

Yeshiva University

Dr. Edmund W. Gordon, Director

I have been asked to brief you relative to the status of research related to the education of the disadvantaged. The committee which has planned this conference asked that I limit my report to that information which is clearly supported by research data and so definitely one sided, either positively or negatively, that the statements are incontrovertible.

If I were to take these instructions seriously, I could complete my report in about three minutes—research data and particularly the data of educational research are rarely that conclusive.

But since it is not often that I get a chance to speak, I will disregard those instructions and take advantage of this opportunity to talk about some of the leads which flow from research related to the disadvantaged as they have relevance for the preparation of school personnel.

In the available research literature on the education of disadvantaged children and youth we find a virtual cafeteria, with a wide variety of offerings. But as is true of most cafeterias, one finds it difficult to get a gourmet type or even substantive meal. The quality of research and depth of research information in any one of these categories is simply not outstanding.

This may be due, in part, to the fact that the problems of underdevelopment and educational handicaps in the disadvantaged have not been appropriately conceptualized. The great majority of investigators who have worked in this field have viewed the disadvantaged as a great homogeneous mass. Insufficient attention has been given to the wide variety of persons, conditions, problems and potential assets which are represented by this all too popular euphemism "the disadvantaged."

The term socially disadvantaged refers to a group of populations which differ from each other in a number of ways but have in common such characteristics as low economic status, low social status, low educational achievement, tenuous or no employment, limited participation in community organizations and limited ready potential for upward mobility. Variously referred to as the "culturally deprived," the "socio-economically deprived," the "socially and culturally disadvantaged," the "chronically poor," the "poverty stricken," the "culturally alienated," and so on, these are people who are handicapped by depressed social and economic status and, in too many instances, are further handicapped by ethnic and cultural *caste* status. For a number of interrelated reasons, more and more of these families are coming to be concentrated in the decaying hearts of our great metropolitan centers. Predominantly Negro, Puerto Rican, Mexican, American Indian, southern rural or mountain white, these people are the bearers of cultural attitudes alien to those dominant in the broader community, and their children come to the school disadvantaged to the degree that their culture has failed to provide them with the experiences "normal" to the kinds of children the schools are used to teaching.

As a consequence, these children show in school disproportionately high rates of social maladjustment, behavioral disturbance, physical disability, academic retardation and mental subnormality. Such problems are acute wherever they are found, but they have been exacerbated and brought to the focal point of public attention because of the recent increasing concentration of this population in the center city and because of increasing pressure on the school to maintain and insure the academic success of these children in the public school.

Approaching this population and the literature related to it as an educational challenge rather than as a political problem one is led to a three unit conceptual model for approaching the pedagogical tasks involved. The teaching-learning process for any learner involves:

1. The nature, quality and functional patterning of basic cognitive processes (sensation, perception, cognition, association, generalization, memory, thinking or problem solving, information processing).

2. The nature, quality and functional patterning of affective mechanisms (attitude, aspiration, motivation, involvement, receptor readiness and preference, set, temperament).

3. The nature, quality and functional patterning of achievement systems (skills mastery, content mastery, informational and behavioral repertoire).

Although the literature treats aspects of this model, what is missing is systematic attention to the three aspects or units in their dialectical relationship to each other.

— Some of these children have problems because their basic cognitive processes are defective or disordered.

— Some of these youngsters have major disturbances in affect or their affective behavior may be guided by the beat of another drummer.

— Some of these youngsters simply have deficiencies in the mastery of basic skills.

— Still others suffer from significant information gaps—certain content is not in their information pool.

But these developmental learning disturbances don't operate unilaterally. They interact, and interpenetrate and overlap. Additionally, temporal and sequential ordering and disordering combine to further complicate the picture. Thus, when we try to look at intelligence or personality or achievement factors—as is typical of much of the literature—we get findings that sound intelligent but are frequently unintelligible, or at least are close to being meaningless as guides to educational planning.

What does it mean when we say that we know a great deal about the intellectual status of disadvantaged children? It simply means that we know that children from socially disadvantaged backgrounds tend to make lower scores on standard tests of intelligence than do children from more privileged backgrounds. Since we know that these tests tend to correlate with success in school, those children with lower scores are likely to do poorly in school.

Much of the research in this area has been concerned with the determination of relationships between intelligence and socioeconomic status or intelligence and ethnic status. (Clark and Clark, 1953; Deutsch and Brown, 1964; Dreger and Miller, 1960; Eells, 1953; Higgins and Sivers, 1958; Montague, 1964; Osborne, 1960.) Consistently these reports show higher income and higher social or ethnic status positively correlated with higher intellectual status. These relationships, however, are not viewed as permanent or irreversible as previously thought. Despite prominent stylistic differences in patterns of intellectual function observed in children of different ethnic and social groups (Lesser, 1967), Deutsch, 1963, noted that class differences in perceptual abilities decreased with age; Eells, 1953, writing in the context of his concern with the cultural bias of intelligence tests noted that children from deprived backgrounds often receive scores which are inaccurate reflections of their basic intelligence. The necessity for examining the subcultural values of the child tested has been pointed out by Levinson, 1961. Deutsch and Brown, 1964, found that the influence of race became increasingly manifest and crucial as social level increased. Pasamanick and Knobloch, 1955, noted that awareness of the examiner's skin color caused sufficient inhibition to result in decreased verbal responsiveness and thus poorer performance on language sections of intelligence tests. Intelligence level was described as a function of the amount of material available for learning and the types of learning which take place (McCandless, 1952). Some investigators have characterized the lower class child as weak in conceptual ability (Siller, 1957). In such academic areas as arithmetic concepts (Montague, 1964) and in perceptual ability (Deutsch, 1963), more psychomotor and behavorial disorders and greater reading disability were found in the deprived population than in more privileged groups by Pasamanick and Knobloch, 1958. The findings by Pasamanick and Knobloch which are based upon the study of relationships between income levels, health status and school adjustment, suggest a continuum of reproductive errors. The incidence of reproductive error or developmental defect occurs along a continuum in which the incidence of error is greatest in the population for which medical, nutritional and child care are poorest, and least where such care is best. Now this formulation, when applied to the question of possible social, class or racial difference in intelligence has led to the general feeling that racial IQ differences are a result of environmental deprivation rather than of inherent limited potential. In the definitive review of this problem, Klineberg, 1963, found no scientifically acceptable evidence for the view that ethnic groups differ in innate ability.

Hunt, 1961, has advanced and provided considerable support for the position that intelligence is not primarily a genetically determined phenomenon, but rather is a function which develops in and through the process of interaction with the environment. This position is reflected in much of the work on intellectual function in disadvantaged populations. Since many studies show differential function favoring more advantaged groups, much effort has been directed at establishing evidence of social experience determinants of these differences.

Considerable attention has been given to the nature of intelligence tests and the conditions under which such tests are administered. Earlier efforts at the development of culture-free tests of intelligence have been replaced by effort directed at the development of culture-fair tests, that is tests of intelligence which include items drawn from the cultural-experience background of a wider variety of subjects. This concern with culture-fair instruments, however, is best limited to studies in which comparisons between groups of subjects are the principal focus. In studies where concern is focused upon the extent to which individuals or groups approach the criterion measures standard in academic circles in this country, culture-fair tests tend to lose their predictive value. In this context, the standard tests of intelligence are more commonly and appropriately used. Deutsch, Fishman and others, 1964, have given extensive treatment to these issues in a volume on testing minority groups. Following an examination on some of the implications of our knowledge of the measurement of intelligence, Lesser and Stodolsky, 1967, have concluded: "Intelligence tests must now be thought of as samples of learning based on general experiences. A child's score may be thought of as an indication of the richness of the milieu in which he functions and the extent to which he has been able to profit from the milieu. In contradistinction, school-achievement tests assume deliberate instruction oriented to the outcomes measured in the tests." While we are able to state at any point in the child's career that he has achieved a certain level of intellectual or academic function, we are still unable to say much about the relationship between the two. Even worse, we are forced to ignore the intellective processes and affective mechanisms which have permitted or precluded achievement.

There is then an extensive literature on differences in intelligence test performance between Negroes and whites, between whites and other minority groups, and between social classes. It is sufficient for our purposes simply to remind you that the findings consistently favor higher status groups whether that status is based on income or ethnic origin. However, the economic and class factors greatly contaminate these data making it extremely difficult to treat ethnic origin definitively. Two findings are of particular interest even if they are so far of little use. In minority group-white group comparisons on standard tests, whites consistently come out with higher scores except when compared to orientals who in several studies have earned scores equal to whites and who in a study of preschool functional level equaled whites on verbal material and excelled comparable white children on nonverbal tests. A second group of findings of interest involve comparisons by social class and ethnic group in laboratory learning situations.

In several studies involving laboratory learning or new-learning situations, we find a marked absence of differences in the quality of such learning task mastery between different economic or ethnic groups. The relationship between tested intelligence and performance on these new learning or laboratory learning tasks is high for upper status groups, but negligible for lower status groups. These findings suggest that the tests are reasonably adequate measures of quality of intellectual function in upper status children but poor measures of quality of intellectual potential in less privileged youngsters. When both groups are confronted with learning situations which are not heavily dependent upon richness of previous learning experience differences in achievement on these learning tasks are greatly reduced. Likewise, for youngsters who are exposed to standardized tests, which to a large extent duplicate performance tasks with which they have had some experience, correlations between performance in the two situations by youngsters to whom such experiences have been common are high. When youngsters who have been deprived of those "standard" experiences which tend to be tapped in our standardized tests are subjected to such test situations we see marked differences between their performance in such situations and their performance in new or laboratory-learning tasks.

There are several leads for further study provided in the data of these research findings. All need further study and much more intensive analysis. Nonetheless, they have provided the basis for much of the optimism that may be currently observed in our educational work with disadvantaged populations.

I have given very superficial coverage here to the wide literature on intelligence and achievement measures for disadvantaged children. But in-depth analysis is not needed to make the point. Available research in this area permits the description of certain measured levels of function in comparison to some reference group, but it does not permit us to understand the processes involved. Indeed, there is even some evidence to suggest that the descriptions of levels of function are misleading since they may be too narrowly drawn.

However, what is emerging from the careful analysis of this research is the clear impression that static measures of function or status are inadequate in dealing with disadvantaged children. What is needed is appraisal procedures which permit us to get at process-mechanism interactions for *it is out of process analysis and interactional studies that we get meaningful leads for intervention.* We will return to this point later when we talk about implications for the training of personnel.

It is interesting that although we have less research related to the affective development and behavior of the disadvantaged, the literature seems somewhat clearer. It may be the result of the fact that we have been forced to describe rather than quantify, and in the absence of precision or allegedly accurate measures we have been less prone to make predictions and take recalcitrant positions. Zigler, in discussing the triadic model for getting at the learning problems of the disadvantaged, has suggested that the affective area involving attitudes and motivations may not only be more plastic and amenable to modification than cognitive processes or achievement systems but the affective area may indeed be more crucial. He takes the position that shifts in quality of function may be more a function of attitude toward the task, motivation and task involvement than difference in cognitive function.

The literature on affective development indicates that many of the children with whom we are concerned show a marked lack of involvement with, attention to and concentration on the content of their academic experiences. There are few academic tasks which commit them to deep involvement. Their work habits are frequently insufficiently developed. Because of the high interest demands of nonacademic experiences and the relatively low interest demands of academic experiences, they are limited in their ability to inhibit responses to those stimuli which are extraneous to academic learning and to disinhibit responses which are pertinent to academic learning. Deutsch reported that lower class children tend to ignore difficult problems with a "so what" attitude and that as a result over a period of time their learning is decreased proportionately. Ausubel, 1964, found that lower class children depend more on external as opposed to internal control than do children from the middle class.

Moreover, socially disadvantaged children have been determined by several investigators to be less highly motivated and to have lower aspiration for academic and vocational achievement than do their middle and upper class school peers. The degree of motivation and the direction which it takes among many of these children are often inconsistent with both the demands and the goals of formal education. But although the quality of aspiration is often depressed, it is usually consistent with the child's perceptions of the opportunities and rewards available to him. Symbolic rewards and postponements of gratification appear to have little value as positive motivators of achievement. For these children goals tend to be self-centered, immediate and utilitarian, as are the goals of the dominant culture. However, children growing up under more privileged circumstances have available many sources of immediate satisfaction and immediate feed back as well as many more evidences of the utilitarian value of academic effort. The differences between the privileged and the disadvantaged in this area are not so much differences in values as differences in the circumstances under which the values are called into play. Although the values from which motivation is derived in the disadvantaged child seem to reflect the dominant culture concern with status, material possessions, ingroup morality, Judeo-Christian ethics, competition, etc., there is usually lacking a concern with the aesthetics of knowledge, symbolization as an art form, introspection and competition with one's self. In other words, dominant societal goals and values are operative but their direction and context may not be complementary to academic achievement.

Rosen, 1956, observing a relationship between high motivation and high grades, postulated that middle class children are more likely to be taught the motives and values which make achievement possible. Similarly, in Gould's study (1941) only sons who internalized their parents' values of aspiration were sufficiently motivated to overcome obstacles which faced them at school. Bernstein, 1960, found achievement strivings arising from parental demands for success to be a more central motivational factor among middle class than among lower class children.

Closely related to these motivational factors are attitudinal factors, and these too are often a source of problems in educational planning for disadvantaged children. Hieronymus, 1951, found that higher socio-economic status was correlated with a high level of aspiration and positive attitudes toward school while negative attitudes toward school and lower levels of aspirations were more frequently encountered in lower socio-economic status groups. Sewell's (1957) finding that educational aspirations tend to be greatly influenced by class values in a manner favoring the middle and upper classes is consistent with the earlier work. Among other characteristics which have been referred to in this population are utilitarian attitudes toward knowledge and negative attitudes toward the pursuit of knowledge. Many of these children and their parents view education primarily in terms of its job market value and their orientation is toward achieving the minimum level of education commensurate with employability. Carrol, 1945, sees the lower class ideal self as characterized by personal beauty and fame, not the moral and intellectual qualities which characterize the ideal self of middle class children.

As important as these attitudes toward school and learning may be, it is in the area of attitude toward self and others that the crucial determinants of achievement and upward mobility may lie, and it is in these areas that our data are least clear. It has been observed by some that disadvantaged children show affinity for in-group members and demonstrate a sense of distance from or even hostility toward representatives of out-groups, whether in peer or non-peer relationships. In contrast, other observers have noted the high degree of respect and awe in which these children hold selected out-group status persons or idealized models. Tendencies toward self-depreciation and depressed self-concepts have been noted by several observers (Dreger, 1960; Keller, 1963). Goff, 1954, found that lower class children have more feelings of inadequacy in school than do children from the middle class. On the other hand, some recent findings (Gordon, 1965) suggest that depressed self-concept is not so prevalent a condition, and that even where present it may have little negative bearing on achievement. In fact, it is entirely possible that positive or negative feelings of self-worth may operate respectively to depress or accelerate achievement. Furthermore, it is in this area that the rapidly changing national and world situations involving underdeveloped peoples are likely to be most influential, and it is difficult to predict the ultimate effect of these altered situations on self-perception and behavioral change. Our knowledge and even our researchable hunches are as yet limited. But it is around these changing situations that the school may yet find a fulcrum on which to lever up motivation, aspiration and involvement. There is growing empirical evidence to support the view that young people actively associated with the current civil rights struggle draw from their involvement in that effort a new source of motivation and an enhanced view of themselves (Coles, 1963). The impression is gained that such experiences are reflected in greater application of effort to and greater achievement in academic endeavors. The evidence for such improvement is less clear, yet there can be little doubt that attitudes toward self and toward the environment in relation to self are crucial variables in academic as well as in social and emotional learning situations. In fact, one of the strongest findings coming out of the Coleman data indicates that attitudes of environmental control exercise a powerful influence on academic achievement second only to family background.

There are other categories of research information which deserve some attention in this overview but time will not permit me to develop them. I prefer to use the time which remains to discuss the relevance to the teaching-learning process of some of the information which is available.

I have pointed earlier to the fact that our knowledge of the disadvantaged is nonspecific. We have identified some behavior trends or conditions which are frequently encountered in this population, but since we do not know in what combinations they exist in individual children or the nature of the interaction between these several aspects of behavior, it is difficult to translate this knowledge into meaningful planning for educational intervention.

Klopf and Bowman, 1966, report as a salient finding that while the majority of [training program] directors placed both "understanding the life conditions of disadvantaged groups" and "development of instructional skills, techniques and materials" among their key objectives, they seemed better prepared to teach "understandings" than "skills." This is very interesting since education has been accused of being strong on the techniques end and weak on the understandings and knowledge end. The fact is as we look at the content of many of these programs of teacher preparation we see that we have not only *not* developed new techniques, skills and materials, we also *have not* taught much understanding. I submit that there is a difference between learning what these children look like, how they behave, what their home conditions are like, what to anticipate in their behavior or what their group intellectual or social characteristics are, and learning what these conditions and circumstances mean to the individual child and for his functioning in the teaching-learning situation. I have not seen or read of a program which is preparing teachers to perform on that level, for that quality of understanding requires skill in behavioral observation and behavioral analysis. It requires competence in the qualitative appraisal of the behavior and functioning of the child under a variety of stimulus situations. It is from this kind of understanding that appropriate techniques, materials and instructional skills will have to be developed. We have probably been unable to teach these techniques and skills because we have not yet developed the appropriate understandings. The available research reflects this failure. Having reviewed that research literature extensively, I cannot tell you what ought to go into the curriculum of disadvantaged children or how that curriculum should be organized or presented. I can only tell you that a great deal more is going on with these children than we understand and the most important thing we can teach our teachers is how to go about finding out.

From the Coleman, 1966, report we learn that school and teacher factors account for little of the difference in academic achievement between children. We are told that family background factors emerge large. Now Pettigrew in the Civil Rights Commission Report has made much of this and has turned this finding to support the equally important struggle for racial desegregation and integration of schools. On reanalysis of the Coleman data, Pettigrew shows that for older students it is not the background of the individual child but the social class and home background of the school population which is important. Children from poor backgrounds do better in schools where most children come from more privileged homes. He argues that since the Negro middle class is small, we will have to integrate the schools in order to provide a proper social class mix for large numbers of children. But let's not lose the point of this reference! Could it be that Coleman found school and teacher variables to be of low level significance because there is not much variation in what schools offer and teachers do along the dimensions that he studied? Maybe differences between classes with 28 and classes with 35 children are not significant. But does that mean that there is no difference between teaching ten and teaching 50 children? Maybe teaching as a profession has not reached the point where the teacher is skilled enough to develop sufficient understanding of her pupils to plan learning experiences that outweigh home influences. If teachers are not that good and school techniques and materials have not yet been sufficiently developed, Coleman's statistical techniques cannot make teacher and school variables significant. But that does *not* mean that it cannot be done by those of us who train teachers and design schools' programs.

There was a time when farmers used to spread manure to fertilize their crops. Some crops flourished, others barely survived and still others died before we learned that there is no universal fertilizer. Slowly we learned to do qualitative analyses of soil conditions, of plant requirements and to develop chemical compounds which were designed to match the specific requirements of specific crops growing under specific conditions. We even learned which chemicals had to be put into the soil at what time before or during the life of the plant. Agricultural research has reached a level of high sophistication and successful farming has become a science.

There may be aspects of education which will forever be artistic, but we teacher educators have the responsibility to begin to make our future teachers artists who are also scientists.

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CHAPTER TWENTY-FOUR

ADMINISTRATIVE COMMITMENT

Supplementary Statement

Mr. Hanford A. Salmon

A disturbing but consistent thread has run through this conference. Beginning with Dr. Jablonsky's paper and concluding with some of the comments at the last general meeting, we heard repeatedly of the need to make teacher education more practical, more skill-and technique-oriented, and more under the control of practitioners. I emphasized this point myself.

I urgently hope that teacher training institutions will not read more into these comments than the situation demands. In our zeal to make teaching more productive, it is possible for us to be lured back into the normal school approach to teacher education. We have even heard suggestions that on-the-job training ought to replace more formal types of teacher education. I can think of nothing that would be more tragic.

It is well established that behavioral science must be based in a theoretical perspective and have its own well developed body of knowledge and literature. No field of human endeavor needs more seriously than education to consider its theoretical frame of reference, its philosophical orientation, and the translation of these two elements into action. This requires an objective overview which can be provided only by someone looking from the outside in. The theoretician, the researcher, the philosopher, and the professor have vital roles to play in the teacher education process and in evaluation of public education. It would be a travesty of the first order to turn teacher education over to practitioners.

One thing reiterated in this conference many times is the need for cooperative working relationships between the public schools and the universities. Herein lies the key to better education in general, not just the education of the disadvantaged. If problems of educating the disadvantaged are actually overt expressions of problems that beset all of education, and I believe this is eminently true, then the marriage between the public schools and the universities poses the best course of action for all teacher education. I would plead, however, that the cooperative relationship which develops continue to maintain the valuable contributions of the researcher and the theoretician while, at the same time, eliminating the lack of practical knowledge which weakens the present teacher education process. Public schools must have available to them people who will ask the question, "Why did you do that?" This question is rarely asked by the practitioner.

It seems possible that a conclusion which could grow out of the conference is that teacher education should move back to a more practical, pedagogical, normal school type of education, focusing on the "nuts and bolts" which will get beginning teachers through the first and critical year of teaching. I would plead that any movement in this direction be weighed against the longer lasting value of providing theoretical and philosophical bases on which teachers can build a lifelong career. Both can be accomplished if the curriculum receives careful and serious re-evaluation. Public schools and universities working together will accomplish this far better than either could do it alone.

Mr. Salmon submitted this paper after the conference in response to the invitation which was available to all participants.

EVALUATION

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This conference at Yeshiva University has been stimulating and provocative. After sitting in on many of the seminars focusing on the plight of the socially and educationally disadvantaged, several major educational concerns have become apparent. In reviewing these concerns, the approach of the educational researcher will be used to summarize those perceived to be most critical.

The first question we might pose as a result of this conference is, "Where are we in terms of developing the most effective learning programs for disadvantaged youth?" This is the major question raised at conferences which focus on problems of the disadvantaged. After each conference I become more convinced that, although there is much activity regarding the task of educating disadvantaged youth, we cannot readily answer this question. This is the major dilemma which confronts us today.

A proliferation of "so called" new programs for disadvantaged children have been structured but have not been systematically and rigorously evaluated. This lack of scientific evaluation is the major reason why we have such difficulty determining our progress. Dr. Leonard West commented this morning that in the past we have utilized teacher comments and responses of participants as one approach in determining the effectiveness of a given program. Granted such responses and comments give us valuable insight to the teachers' perception of the effectiveness of programs; however, we must approach this critical problem of evaluation in a more scientific manner. What we must begin to do is to effectively use experimental and control groups and look at independent and dependent variables as they relate to specific problems.

To illustrate, reading is a critical problem directly related to the plight of many youngsters in terms of their ability to move successfully through an academic program. But, as we view school programs throughout the country, very seldom do we see an attempt to take a random sample of disadvantaged youngsters, to test them before the introduction of the program, to introduce the experimental variable (specifically a new reading program), and to compare the new reading program (experimental treatment) with a more traditional or different approach to reading. This seems to be a very sensible and reasonable research approach that is seldom followed.

Many significant questions, such as the following, were posed in many of the seminars: (1) Need we discover the educational world all over again for disadvantaged youngsters? (2) Is curriculum approach more critical than academic motivation? (3) Is program content more relevant than aspirational levels? These questions concerning the direction of our effort—toward the learner or the educational program—should be systematically and rigorously studied. Furthermore, theory is needed which can be generalized for socially and educationally handicapped populations around the country. If we begin to assess the impact of a given program in terms of its ability to effect positive academic progress, this program, if operational from theory, will have implications for programs in East Detroit, Houston, Atlanta or Watts. Many of the educational problems that disadvantaged young people experience in one community are essentially the same as the educational problems that other youngsters in a different part of the country experience.

Another major problem which confronts us from the research standpoint is that of assessing the intellectual ability of disadvantaged children and making predictions of future success in educational institutions. The definition of what is meant by intellectual status in this regard is very critical. It is my impression that we do not know very much about basic cognitive structure. We do know that disadvantaged youngsters tend to lag behind their more favored counterparts in terms of intelligence and achievement test performance.

If we know very little about basic cognitive structure or intellectual processes, we cannot infer that disadvantaged youngsters have disturbed cognitive processes. We can, however, speak in terms of basic learning strategies. We know very well that youngsters who emanate from middle-class environments typically approach learning tasks very differently in contrast to their less favored peers, but this has no implications whatsoever for basic intellectual structure.

On the other hand, there is research data that we in education tend not to overlook. We generally assume that academic aptitude and achievement tests correlate significantly with academic achievement (grade point average). Several recent research studies indicate that test scores correlate highly with school achievement for youngsters whose environment is abundant. However, with disadvantaged youngsters, standardized achievement and aptitude tests very often correlate at a low and insignificant level; hence, they are poor predictors of later academic success. When a large sample of disadvantaged male Negro high school students in Detroit, Michigan were tested, a —.01 correlation was found between scores on the verbal section of the SCAT and high school grades. This study did find that a test of achievement motivation was a much better predictor of how Negro youngsters would perform when placed in an academic setting. This information is available, but we in the field of education develop programs based on instrumentation with doubtful predictive validity for all students. Many of the traditional tests we now utilize tend to assess much more effectively the effects of a past disadvantaging environment. They measure what a youngster has not learned and tend to be poor predictors of what a youngster can learn in the future.

Certain major premises relevant to disadvantaged children in the school setting must be further assessed. For example, it was stated that according to one well known educational researcher, lower class children do not focus well on difficult tasks. Other researchers conclude that these students have low motivation for academic achievement, either unrealistic or low-aspiration levels, and see no value in education. These assumptions could reflect just as readily the type of educational experiences provided for them. An assumption could also be made that, if lower and middle class children are presented with difficult tasks which are challenging and stimulating, they will attend to such tasks for very long periods of time. The difficulty of the task may not be the critical factor; it could be the perception that the youngster has of the particular task. The latter is a researchable assumption.

Comments about low motivation and low aspirational levels on the part of disadvantaged youngsters tend not to hold up at all times. In a study of Negro children in Prince Edward County, Virginia, it was found that the aspirational level of youngsters who were systematically denied formal schooling for a four year period was as high as that of non-deprived school children in a northern urban community. Thus, we cannot safely generalize about youngsters who are from poor backgrounds. We will find a wide range of individual differences within class and racial or ethnic categories, and this range of differences must be taken into consideration in educational programing.

Systematic evaluation of compensatory programs must also be undertaken. We must determine: What aspects of the programs tend to be effective in promoting educational gain? The shotgun approach to compensatory programs appears to be nonfunctional. This is critical because most of the action-research money that is now available from private foundations and from the U. S. Office of Education goes into compensatory programs, including components such as teacher aides, small pupil-teacher ratios and after-school tutoring, with traditional programs "modified" to meet the needs of poor youth. We must ask, "Do they work, and if not, why do they fail to work?"

The recent Coleman Report and the Civil Rights Commission's report on Racial Isolation in the Public Schools as cited by Dr. Edmund Gordon indicate that compensatory programs and many of the modifications we structure in our public schools are not the most important variables in bringing about immediate and positive educational change for Negro disadvantaged youth.

A good example of this is the Mott Institute program in Flint, Michigan. Several million dollars have been poured into the Flint school system in order to raise the achievement levels of Negro youngsters who are in all-Negro schools. Often, the low achievement test scores of Negro children who have had the benefit of this program for the last three or four years are not significantly different from the achievement levels of youngsters in surrounding communities who have not had the benefit of compensatory programs financed by the Mott Foundation. This finding compares significantly with both the Coleman Report and the U. S. Civil Rights Commission report.

One recommendation resulting from exposure to the conference here is related to the approach being used to build effective programs for disadvantaged youth; namely, active and ongoing research is needed to systematically and effectively evaluate programs designed to facilitate educational gains in youngsters perceived to be disadvantaged. We cannot afford to wait until research points the way; we must keep innovating! But, we must systematically evaluate and, if necessary, modify programs that we design and put into the curriculum.

Permeating every seminar, irrespective of the focus of the group, was the following important concern: How can we assist teachers in developing healthy and positive attitudes toward poor youngsters? One discussant carried this concern even further: How do we assist teachers in developing positive, healthy and democratic attitudes toward young people who are not only disadvantaged but also are members of a minority racial group? This is a very difficult and extremely important question. Democratic attitudes are most essential to a teacher's ability to do an effective teaching job. Positive attitudes are even more essential when teachers are involved in instructing disadvantaged youngsters. If teachers do not recognize the dignity and worth of every student and desire to assist youngsters, regardless of their background, then they will not be effective as classroom teachers.

As an outgrowth of this concern, the question of teacher selection was posed. What criteria must we set up for teachers of disadvantaged children? How can we identify those teachers who are successful in instructing poor youth? One approach we might utilize is to look at classroom teachers through the eyes of their students. We might ask youngsters at the elementary level, "Why is Mrs. Brown a good teacher?" At the junior high school level, "What do you like best about Mr. Smith?" At the senior high level, "What qualities in teachers do you most admire?" In addition, effective criteria for teacher selection should be established by teacher education institutions. We must set up strategies to evaluate effective teaching ability.

We should also think very carefully about accepting into teacher education programs young people who have floated through five or six other educational programs before finally deciding to major in education. You know students who will say, "I was in engineering for a year, I was in pre-med for a year, I was in botany for a year, and then I finally decided that I was meant to be a teacher." You review the student's transcript and discover that he or she has flunked out of engineering school, pre-med, and a botany program, and now suddenly he has found himself. He wants to be a teacher!

"Culture shock" was another topic of concern during several seminars. This is relevant to the development of democratic attitudes. Teacher education programs have a major responsibility to assist young people in developing healthy and democratic attitudes toward all students irrespective of race or social class. We must find a way to develop appreciation of those who differ in terms of class, ethnic background or race. However, the shock of meeting youngsters whose language patterns may not be "acceptable," whose syntax or grammar is poor and who are not neatly dressed may not be the major aspect of the shock. Quite often the shock is precipitated by the structure of the school itself, i.e., administrative attitude, poor equipment, drab walls, and everything else that goes with schools in poor and often segregated neighborhoods.

Unfortunately, this conference has avoided questions about school integration. It's very interesting that most of what we have been discussing here may not be very relevant as indicated by the Coleman Report and the report of the U. S. Civil Rights Commission. This Civil Rights Commission report indicated that the one factor that brought about a significant increase in academic performance of Negro youngsters was school integration. If this is an important and significant factor regarding a positive increase in learning of Negro youngsters this has immediate implications for strategies that are presently being considered in programing for disadvantaged youth. School integration is a key strategy that cannot be avoided.

We speak about a democratic society and an integrated society, and then we place youngsters in a segregated institution or school that assumes responsibility for the structuring of long-term and very important attitudes.

Where does the responsibility lie in bringing about school desegregation? It is true that the public schools must assume a great deal of responsibility in this effort. We must also look to colleges of education to assume leadership in this area. Our teacher training programs are responsible for the principals and teachers who are in turn responsible for educating young people. We must assume a stronger posture. Colleges of education must lead in developing national commitment to school integration and an integrated society. Educators not only have responsibility in terms of fostering school integration but a commitment to integration at all levels. The difficulty here is essentially this: The plight of disadvantaged youngsters is tied not only to unfair educational programs but also to the inequities in our total society. Unless we educators also seek to bring about meaningful changes in other societal structures we will be dealing with the problems of disadvantaged youth in the year 2000.

The alternative to desegregation is the maintenance of Negro schools. If we continue to maintain segregated Negro structures in northern communities as well as in the South, we can expect to see more P.S. 201's. Negro groups will become more militant and will demand that they have a larger share in the operation and maintenance of schools (which they should do anyway) that have been deliberately set aside for the education of Negro children.

Mrs. Marcella Williams indicated in one of the seminars that Negro children suffer damaged self images in segregated schools. Participants in other seminars concurred in this belief. This is a reflection of a system put into effect in the past to inaccurately report the historical participation of all ethnic groups in the development of our society. This is most apparent in the historical portrayal of Negroes and other minority groups in textbooks. What impact would it have on youngsters, Negro and white, if they knew that the first American clock was made by a Negro, or the first successful heart operation was performed by a Negro, or about Dr. Drew who developed blood plasma, or that a Negro developed the arterial traffic signal? Students should be aware of the fact that the same Negro man who developed the communication system on our railroads is the same one who developed the third rail on the subway system in New York. These events, in isolation, may not seem significant, but imagine the impact on the self concepts of minority youngsters when they see these events placed in historical perspective. We must accept the responsibility of encouraging school superintendents, heads of school programs, and state departments of education to reward publishing companies and writers who will adequately and honestly reflect the participation of all minority groups in the development of our country.

In summary, let me review the critical concerns discussed in this conference: (1) active and systematic ongoing research is needed to effectively assess programs now being structured to determine how they contribute to the educational progress of disadvantaged youth; (2) we must develop a systematic attempt to structure democratic attitudes on the part of all teachers. We are aware that there are some teachers who, because of their own attitudinal problems, will never be able to effectively work with disadvantaged youngsters. We must assist all teachers in developing healthy and democratic attitudes. Teacher training institutions should accept this challenge and structure programs on the undergraduate and graduate levels to attain this goal; (3) we must begin to develop a national commitment to school desegregation. This is an issue we can no longer avoid. It is not a problem reserved for Little Rock, Arkansas, or Athens, Georgia, but is a problem that is central to school systems throughout our nation. This is a national problem, and a national commitment towards school desegregation is needed; (4) an accurate historical portrayal of the role of minorities in the development of this country should be built into the curriculum. This will help to develop positive self concepts on the part of minority group youth and also will influence the perception of white youngsters and teachers; (5) the most critical task confronting educators is assuming the responsibility of educating poor youngsters. We cannot place the onus on the family, on the poor neighborhood. We can no longer afford to talk about cumulative or irreversible deficits. We must assume that all youngsters can learn and that it is our responsibility to teach them.

Finally, it is my general reaction to this conference that school communities around the country are in difficulty because they feel that they are unable to determine the direction in which to invest the efforts in coping with the problem of educating all youngsters. I believe that systematic evaluation of approaches that are now being structured can assist in determining an appropriate direction.

EVALUATION

Dr. Richard H. Popkin

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When I came here I knew that I knew nothing about the subject that was being discussed. I think I was chosen because it was supposed that I was an unprejudiced party. But I think that I am also a quite prejudiced party in that I come from a subculture that is constantly attacking education professors and schools of education. For years, I have been fighting the influence of professional educators in universities, and recently have been on a committee at the University of California that approves all advanced programs within the university. My function has usually been to fight every proposal made by a department of education. I am sorry to report that I usually lost.

With my prejudices revealed, let me turn to the conference. I was able to attend only about half of the sessions, roving back and forth among them. My first reaction to what I heard was that all the canards about professional educators are not canards; they are true. For I kept hearing over-simple solutions to complex problems, attempts to formulate one-sentence solutions to monumental questions, clichés and platitudes. The greater part of what I heard I found unbelievable. Some of the research sounds trivial and some of its sounds as though it is searching to find out the obvious. I was amazed that it has taken so long to investigate some of these matters, such as the reading problems of disadvantaged children, bilingual problems, the relations of home environment to what goes on in school. I was also impressed or oppressed by the lack of awareness of similar problems in other societies. I was very surprised, considering how much of the discussions centered on what happens to minority groups in our culture, that in the discussions Hawaii was not brought up as a laboratory case of what apparently can be done to avoid the problems that seem to be occurring all over the rest of the United States. I was surprised that other cultures which have bilingual problems have not been studied, at least for comparison's sake, cultures such as Belgium or French Canada. I was surprised that Israel was not discussed for its attempts to bring children from outside cultures into an official culture.

There is something about being an outsider at somebody else's conference that makes one suddenly aware of what must be true of one's own conferences. The conference is becoming part of our world; it is becoming a subculture, and I know people who almost literally do nothing but go to conferences. The conference is becoming a way of not solving problems. It is becoming an academic disease which is not designed to solve problems, but seems to be more designed to keep the people who might solve the problems from wrestling with them; keeping a new advantaged culture constantly in flight, talking to each other, but not getting down to the real business of dealing with the problems. I hope some sociologist or anthropologist will study what effects this is having on the learned world. So much of its talent is being drained off to fly to different parts of the world to talk to each other and themselves, leaving assistants home to do the work they themselves should be doing. In my own field and in scientific fields I think there will be disastrous results in another decade when all the people who have the best training stop doing any work except going to see each other to read the same canned speech every place they go.

To get to more serious matters, I find it difficult to react to the content of the conference on such short notice. I have not had a chance to read the speeches, or to study them. I have never read the articles that are referred to, and have neither had a chance to reflect very deeply or to examine my reflections; so, all this has been put together in very fast order. It would have helped *me*, at least, if the sessions had been reversed in order, as the ones I went to today seemed to be much more theoretical and the ones I went to yesterday much more specific and practical. Thus, my reaction was formed in reverse order from what I might have liked it to be.

In general, my reaction was similar to cultural shock. It started when I went to the section on cultural shock yesterday afternoon. I have remained in shock ever since. The shock to me was that a monumental problem was being dealt with by trivial means. Most of the sessions sounded to me like series of attempts to drain the ocean with eye-droppers, trying to solve the problem of what has happened and is happening to the people we call the disadvantaged by using new books, by taking them on field trips, by taking teachers on field trips, by giving a course in Negro history. None of this appears to me to get to the heart of the issue. Maybe this is because my own professional field is the history of skepticism. I have gotten sufficiently infected with my field so that as soon as I hear any solutions I immediately become doubtful that they are solutions, or even that the problem that they are designed to solve is the real problem.

Starting with the first session down to the last one I attended this morning, a question kept arising in my mind. What is the problem to be solved? Is this really the problem that needs solution? I came to realize in the course of two days that there is a tremendous distance between theoretical reflection and analysis and the immediate practical problem. People are being trained today to teach in P.S. 127. When they get there they have to do something. There is a tremendous practical problem of what should be done, right this minute. New teachers have to be told what they have to do next September when they get into the school room. I assume that many of the practical problems I heard about are soluble, that there are experts to decide what textbooks to use, what field trips or arts and crafts will help. But, I don't know whether that is the general problem we are trying to solve. Much of what I heard assumed that the problem was how to make the disadvantaged children able to function in a dominant white middle-class society and how we can try to educate people to accomplish this. I want to raise the question of whether this is what we really want, and whether this is what the so-called disadvantaged really want. The assumption seems to run through a good deal of the discussion that *our* culture is what "they" should be made part of and we can help by teaching teachers about *their* culture so that the teachers can lead them, in the classical sense of "education" (educare = to lead out), into our culture. Our educational system is designed to train people to function in various roles and to develop themselves within our culture. Yet we find ourselves confronted with people who are living, at least in part, in other cultures: Mexicans, Orientals, Puerto Ricans, Negroes, Jews, Catholics and so on. What we seem to want to achieve is to homogenize everybody. It appears to me that the other cultures, the minority cultures, are not striving to be absorbed by the majority. What they want is co-equality. They want the right to function and to continue to develop within the American world.

Throughout American history some minority cultures have been extremely resistant—the Indians and the Mexicans, for instance. Some have been extremely pliable, like the Jews. Some have been placed in what appears to me to be an utterly hopeless situation. Negroes, no matter what they do, cannot find out who they are, where they come from, how they got here, how they got into their mess. When we find out all this, then we will teach them to behave like us, even if we still exclude them from our culture. And, when one looks through the history of our culture, we find that even the most homogenized are still partially excluded to some degree. I saw that Gov. Agnew of Maryland was the first person of Greek origin to become a state executive in America. It was pointed out when Gronouski became Postmaster General, he was the first Pole to ever make it. When Celebrezze got in the Cabinet, he was the first Italian to make it. We still have to take cognizance of the fact that even the most assimilating cultures are just beginning to be allowed in a little bit. At each step forward we still know who comes from each group, even if we can not always tell from the name. Somebody is still keeping track so that the *New York Times* can inform us that we now have the first Greek serving as a governor in an American state.

What do we really want? What we seem to have, in fact, is not a culture, along with disadvantaged subcultures, but in fact a multi-culture in which most of the cultures are being oppressed by a basically white, Anglo-Saxon, Germanic Protestant, middle-class culture. The other cultures are suddenly being noticed because they are becoming problems, partly because their values are sneaking into the dominant culture and partly because their reaction is becoming disruptive to the majority culture. One solution is, of course, to homogenize everybody as most European national cultures did. If this is a solution, I think that one has to look at how it has been done, and then decide whether we are willing to pay the price for it. We tried it with the Indians—the pressure of assimilation and extermination. When one looks at what the European national cultures accomplished, by and large they achieved the "final solution" of most of the minority groups that were living there when their culture became dominant. But, even in England, France, Holland and others, there are still disruptive minority groups left over like the Welsh, like the Frieslanders, like the Bretons, who refuse to learn the language, refuse to give in. The European cultures are constantly faced with the problem of how to assimilate people after they have given up trying to exterminate them. American history indicates, that with the exception of the Indians, the European model has not been taken seriously here, at least not the western European model.

If we want to profit from and prosper from our situation, then we should be trying to achieve the flowering of our multi-culture. What we do should be designed to make everyone realize the co-equality, the importance and the value of each culture within an overall political system. We should all learn to function in a multi-culture, linguistically, intellectually and culturally. We have managed to do this on a trivial gastronomical level by eating pizzas and gefülte fish, but what we need is to learn to do it seriously, so that each person can function within his own culture in a world that *is* a common world.

The problem is neatly illustrated by the proposals I have heard about giving a course in Negro history. I heard suggestions that potential teachers should take such a course. It would be very nice as they would then know who they were teaching, where these people came from and so on. What I think is a basic flaw in this suggestion is that it is set forth as if there is a course that everybody takes called "American History" that starts at Jamestown and Plymouth Rock and runs up to LBJ and Vietnam, and then there is something else called "Negro History" which deals with where those people came from and what they have been doing all these years. I have been fighting this kind of battle for about ten years on the problem of Jewish history. There is a similar fight and a similar development going on on that front, in that each minority has the need to prove that it has been part of a developing, meaningful world, that it has not been excluded from it, that it has not been hiding from it, that it has not been under a rock somewhere, but that it has been genuinely participating in what the human race has achieved up to this point.

The majority unfortunately usually writes the histories. The victors write books about how they won, how important it is that they won and how great they are because they have won so that history usually turns out to be about the majority and its importance. It has been vital for the Jewish minority to realize their intimate involvement in western history. The same is true for every other minority, for the Negroes as well as the whites. We all have to realize that what we have developed in America is the result of everybody who is here. It still seems to me an amazing fact that it takes so long for the majority to admit information that has been known all along; for instance, to recognize that there were free Negroes participating in the development of America long before Jamestown, that Coronado's expedition was led by a Negro, and also by a Jew. (It was led by a Negro because he was the only one of the leaders of the expedition who had actually been in North America before. He had come on an earlier expedition to Florida.) There was a Negro commander in Mexico in Cortez's time. All this is not information that takes much time and effort to ferret out. Then why is it so hidden? I think it is because facts about minorities just do not make sense to the majority; they do not help account for how the majority managed to make this country what it is. What is really needed is not a course in Negro history, or Jewish history or Mexican history, but a course in American history as the history of all of the cultural groups that managed to make up America, all of the groups whose achievements, failings and suffering have created our present world.

We are all here. We all have to see our world as one that we all really belong to. A multi-cultural orientation is needed, not just for teachers but also for our society.

We live in a society that is torn between two views; the dominant cultural view that the white, Anglo-Saxon, middle-class society should predominate and that other people, if they behave themselves, should be allowed to pass into it, providing they have become civilized by our educational system and by other means. On the other hand, the many cultures in our society cry for cultural co-equality. We face the choice between the old dream of the melting pot in which you get the homogeneous stew or the possibility of many pots on the same stove. Up to now our society has been unwilling to decide which it wants; whether it wants to continue as the white, Anglo-Saxon society with minorities being absorbed into it at varying rates depending on the color of their skins, their religions and other factors, or whether it should recognize that the multi-culture is not only what we have but what we should have.

If we opt for a multi-culture then our whole education and our rearing have to be changed. Our attitudes toward fellow citizens can no longer be patronizing or designed to make them alike in one image. Our society has to be changed to end the oppression of other cultures by the dominant culture. The focus would then have to be on what can lead to a flowering of each culture. We've modeled ourselves on the monolithic national cultures of western Europe. We study the history of England, the history of France, the history of Germany, but not the history of the multi-cultures such as medieval Islamic Spain, the Ottoman Empire, the Austria-Hungarian empire, Hawaii and other societies in which many groups have co-existed. In fact, we have the historical orientation that the multi-cultures were wretched unproductive societies. Islamic Spain is thought of as a dreary world in which Christians were constantly persecuted. The Ottoman Empire is believed to have been full of bloody butchers. Hawaii is thought of as a peaceful place where nothing is accomplished. At the same time one of our major problems has been dealt with more successfully in the multi-cultures. Islamic Spain was a most amazing case. They did have a society that for more than five hundred years had several competing cultures co-existing without much slaughter and persecution, a society in which each of the cultures was able to produce great contributions in science and arts and letters.

If we can re-examine what our motives are, and what our orientation should be, I think we could get a different perspective and train a new society toward different goals. An educational system has both a conservative and a revolutionary ingredient. It is conservative in that it is designed to preserve the achievements and values of the society and culture. At the same time, whenever it tries to do this, it seems to be revolutionary in providing the very means of challenging these achievements and values.

Most of what I have heard at the conference has been conservative in character—how to preserve middle-class values by passing them on to the so-called disadvantaged. A system can become revolutionary by challenging these values and by showing that there are other meaningful ones. When Negro history, Jewish history, etc., lead to American history as the historical understanding and appreciation of all Americans, all made in His image, we may have an intellectual and spiritual revolution. At the same time, we obviously need a social revolution. The dominant culture has been able to sit on the minorities, oppress them without many qualms for a long, long time. It continues to do so rather than make even minimal sacrifices that would allow other cultures to develop.

The social revolution will occur when the majority is willing or the minorities press hard enough. Until then, any educational reforms prolong the mad world designed to prevent solution of the problems of the disadvantaged, a mad world in which 25 billion dollars a year and monumental efforts are going into blowing up Vietnam's inhabitants but ways and means cannot be found to allow Negroes to have decent housing. When the real goals have been decided upon, then technical means can generally be pressed into service to reach them. A conference like this seems to me to be operating in limbo. We first have to decide what we want to do, what we want our world to be like and what it ought to be like, and then we may be in a position to apply ourselves to bringing it about. Instead, much of what I have heard seems to have been dedicated to the practical without any direction. The fundamental question that has to precede all this is why, what are you trying to accomplish with this and is what we are trying to accomplish what we want to accomplish.

We need a vision and a commitment to it. Then education can both preserve our heritages and lead us in a revolutionary way to something we might genuinely call "A Great Society," a society in which many cultures may flower and bring forth the greatness of the human spirit. Without overall desire to solve the problems of other cultures in a constructive way, we will wallow forever in the symptoms but not cure the disease, the sickness of our society.

I have been told occasionally in the last two days when I have griped in the corridors, at least it's all well-intentioned. The history of mankind is full of well-intentioned failures, because people solved a practical problem without knowing why or wherefore. If we decide and mean it, that what we want is a world in which each person can be his own individual image of God within the cultural context in which he can best develop, then maybe we can try to bring it about. As educators perhaps we can lead a revolutionary movement and carry it through to achieve a better world. Then maybe America can find its soul, and become worthy of its predominant place in the world.

EVALUATION

Dr. Vincent C. Gazzetta

Chief, Bureau of Inservice Education

New York State Education Department

You may be wondering why I was introduced and why I am listed on the program as coming before Dr. Granito who represents the Bureau of Teacher Education which is primarily concerned with preservice. I look at the positioning of our names as an attempt to dramatize that while separate organizations exist within the department, preservice and inservice education run along a continuum and are one and a part of the whole field of teacher education.

Another aspect which I think important is that we can turn around and use activities and programs which are seen initially as inservice education to implement and change some of the experiences which our college students go through during their preservice programs.

When we first talked about this conference a year ago and when I arrived on the scene yesterday morning I was, in a sense, full of hope that I could go back to Albany, call a staff meeting and say: "Staff, this is the direction which preparing teachers of the disadvantaged will now take in the State of New York." This would make our life very easy because as programs came to the department we could look at them and decide whether they fit the direction that I thought was going to be brought out during these two days. The direction that I thought the conference was going to take did not come about. This doesn't overly concern me because I think some other good things have come out of it. In visiting the various sessions, I saw, I think, three themes that seemed to reappear over and over again in many contexts. I think I saw concern on the part of the participants for what I call "involvement," an involvement in terms of teachers, in terms of collegiate personnel, and in terms of pupils. I think I saw and sensed and heard that there was concern for what might be called attitudinal change, change not only by potential teachers but by teachers now serving in the schools and by collegiate personnel. I think I saw the beginning of concern about the content of programs of teacher education to prepare teachers for the disadvantaged. As far as I am concerned, we were able to get some concerns on the table, and it would have been very easy to say at five o'clock this evening, "There, a year of hard work by few and two days of hard work by many has brought us to this point." I don't think this particular project that was started almost a year ago culminates at five o'clock this evening. The program has suggested one thing to me specifically relating to inservice education. I think that the design of inservice education opportunities by the colleges and universities of the State should be cooperative ventures with the school districts in the surrounding community or in an area in which contact can be quickly made. But, I think cooperative ventures in terms of planning for inservice programs, in terms of the actual implementing of a program, and then the following up of a program to learn what was right and what was wrong become essential aspects of inservice education. We are attempting in the State Education Department to get away from what might be called a departmental syndrome of rigidity and of reliance on law. I hope, as you people return to your own campuses and begin to wrestle with the problem and as you look at the Proceedings and study what actually went on throughout the two days, that we will be hearing from you about the kinds of programs you would like to see implemented in conjunction with school districts. We offer not only our financial support where possible, but also we will try to provide for you consultative services as well as information about programs in other parts of the state or in other states.

EVALUATION

Dr. John A. Granito
Chief, Bureau of Teacher Education
New York State Education Department

My reasons for coming to the conference were partly selfish; I have been looking for guidelines which would help the Bureau of Teacher Education in its work. I'm not sure now that the title of the conference was a valid one. At least it seems that this has been a difficult subject with which to deal—"College and University Programs for Teachers of the Disadvantaged". We did not often focus directly upon that topic, but it's very likely impossible to focus directly upon that topic without going off into other areas which are tangential, but nevertheless important.

There are about 102 colleges training teachers in New York State. That means 102 colleges with a wide variety of approved programs. We sometimes receive five or six proposals for new programs in a week. These have to be reviewed by members of the staff, by outside consultants, and then a decision made. I was hoping that I would see brought out here at the conference some patterns of teacher education that would seem to have general validity and which would provide us with a set of guidelines that could be used in considering new proposals having to do with training teachers of the disadvantaged.

I've looked hard during the past two days for some patterns that would seem to have this general validity, and I think I've seen a few. I'm going to analyze the Proceedings very carefully and I'm going to ask some others to do this for me also, because obviously I was unable to attend all of the sessions, and I am sure that I missed some things that were important.

It seems to me, for example, that a great number of people said that field experience is necessary and that this type of field experience should be more than plain old student teaching. This gives me one type of clue. I think I knew that before—at least I knew that a number of people are saying this, but I'm not really sure that we can't substitute other things for part of student teaching. But at least now I have some confirmation that this area had better be looked at pretty carefully. We've already launched what we call an examination of the conditions of student teaching in New York State.

Many people at this conference also said that one of the great problems is getting administrators to either get out of the way or to facilitate what it is that teachers are trying to do. Now there are all sorts of implications here. I think that some of this can be handled in the programs which lead to the certification of school administrators, department chairmen, supervisors, and the like. It looks to me as though we're talking about training educational leaders rather than school administrators. I think that there is a difference between the two. When we examine proposals responding to the new administrative and supervisory certification regulations in this state, we shall try to pick out some things, if they're there, which would have to do with leadership in addition to administration.

I was interested in the meeting that had to do with humanities. I am still not sure of my ground here; I don't know that there was a consensus—anything that came out of this meeting that would seem to have what I would call general validity—but we have to do something concerned with the development of value systems. Whether we are forcing our system of values on others, and whether or not this is right is another question, but I know that many of you are saying that in your cities and towns you have in some cases hundreds, in some cases thousands, in some cases hundreds of thousands of young people who are in school and who are being forced to remain there, and you have to do something. Whether the schools can bring about a new social order I don't know. Many have addressed that topic, but you feel you have to do something and I know many of you are chafing at the bit. You come here to get some ideas which would seem to be relevant, important, and which, hopefully, could work. These are the same things that I'm looking for. Hopefully an analysis of the Proceedings will tell us more about the development of value systems.

Many people talked about research. We have said that we want some research backing in our proposals. In some instances, the proposals were backed. In many instances they were not. The available research has a great deal of relevance for our teacher education programs. I do know that there are several people here who do not feel that any special type of programming is necessary to train teachers of the disadvantaged. Many others have very strong ideas about what they see as necessary and unique provisions. This is an area where research can be of real help in our decision making. Perhaps your comments from the floor will expand and modify these ideas.

EVALUATION

Miss Mildred Toner
Director, Elementary Education
College of Mount Saint Vincent

I'm speaking for the team from the College of Mount Saint Vincent, Riverdale, New York. We thought the clarity of the preliminary instructions left no doubt as to the procedures to be followed in preparing to participate in the conference. The highlight of the conference, we thought, was the dynamic presentation of the results of the questionnaires by the coordinator, Dr. Adelaide Jablonsky. Where the guidelines for discussion debates were followed the panels opened up very hopeful avenues of exploration, especially when the discussants and the questioners raised serious issues. However, in some instances, it was obvious that the panels had lost sight of or ignored the guidelines and the purposes of the conference. In other instances, perhaps in an effort to stimulate discussion, questions were raised that, we believed, resulted in disappointing trivia.

EVALUATION

Professor Joy Marie Conley
Assistant Professor
Ladycliff College

I'm afraid that I'm going to sound very much like Miss Toner. Much of what I have to say she has said. The conference was well planned and organized. Those of us who were participants had no doubt about the purposes of the conference. It was a little disappointing that the plans and directions were not followed. The presentation by Dr. Jablonsky was outstanding. In one session that I attended the preview that we had of the Head Start training film made at Vassar gave me something that I shall bring home to use.

Much of the conference I found completely urban-centered. I feel that I have to make a point for the small liberal arts college that is not located in an urban area. We have some resources that we can use, too. We need to use them. Perhaps, Dr. Granito, it is the community, or field work, or using library story hours, or Head Start, but there are resources we can and should use. The aspect of the conference I found really helpful for my own college and I think in general for all small liberal arts colleges was awareness of the need for more effective and better working relationships with the public school systems. On the whole I think we have learned what we don't know. This should give us direction for finding answers.

EVALUATION

Dr. Toby K. Kurzband
Principal, P. S. 1 Manhattan
New York City

One of the disappointing aspects of the conference was that we didn't hear about some of the new and good programs in colleges in New York City and in New York State. The public schools in New York City are very involved with a number of college programs. It would have been very instructive to hear the details of programs such as Project Beacon at Yeshiva University, where very significant things have been done in connection with the preparation of teachers for work with disadvantaged children. Teachers College, Columbia University had a project recently in which they worked with disadvantaged children and produced pertinent materials. Brooklyn College has such a program. I don't think there is a single college in New York City which doesn't have a significant program with a college and a public school working more or less harmoniously together. These have produced very definite results. At the present time, there is a very unusual program at Queens College called School-University Teacher Education Center (SUTEC). They now have two principals in a school, one appointed by the Board of Education and the other appointed by Queens College. Both principals are equal in status, with the same rank and salary.

I, as a New York City principal knowing about some of these activities, was eager to hear about similar programs in other areas throughout the state. We could bring back new insights to benefit our own needs. We are a long way from solving the problems. I hope at a future conference we will have the opportunity to hear from people who have more or less successful programs affecting schools and the community.

The school working in isolation is not going to solve the problems. Only to the degree that the school participates with the community in community action are we going to get results. If the school waited for society to solve all its problems, we would never get anywhere. If the school works with community action groups, as some of us are having the experience of doing, there is hope that we are moving in the right direction.

Conclusion / DR. ERNEST MILNER

A long time ago I came across this quotation. I do not recall the source; I do not know the author; but its meaning has given me pause for thought as I have approached the responsibilities of being a teacher of teachers. I share it with you hoping that it will bring fitting closure to the activities of these last two days.

I Taught Them All

I have taught for ten years. During that time I have given assignments, among others, to a murderer, an evangelist, a pugilist, a thief, and an imbecile.

The murderer was a quiet little boy who sat on the front seat and regarded me with pale blue eyes; the evangelist, easily the most popular boy in the school, had the lead in the junior play; the pugilist lounged by the window and let loose at intervals with a raucous laugh that startled even the geraniums; the thief was a gay-hearted Lothario with a song on his lips; and the imbecile, a soft eyed little animal seeking the shadows.

The murderer awaits death in the state penitentiary; the evangelist has lain a year now in the village churchyard; the pugilist lost an eye in a brawl in Hong Kong; the thief, by standing on tip toe, can see the windows of my room from the county jail; and the once gentle-eyed moron beats his head against a padded cell in the state asylum.

All these pupils once sat in my room, sat and looked at me grimly across worn brown desks. I have been a great help to these pupils — I taught them the dates of battles, the boundaries of states, and how to find square roots by the algebraic method.

Imperatives for Change

Dr. Adelaide Jablonsky *and*
Dr. John Ether
Dr. Caryl G. Hedden
Dr. Ernest J. Milner
Mr. Mike Van Ryn

The title of this book and of this concluding chapter emerged from the contents of this document. Almost every paper points to needed revisions in present practice at all levels of the educational hierarchy. The suggestions for change vary from the milder "perhaps we should" to the stronger "unquestionably we must." The Inter-university Conference Committee, having spent this last year deeply immersed in the questions we faced in the meetings on April 10 and 11, 1967, feels that the word **imperatives** symbolizes the urgency to move from talk to action. While some statements which appear in this chapter are directed at those who participated in the conference, it is clear that, here again, we have a circumstance where individuals who least deserve to be criticized carry the brunt for the entire group they represent. We also want to make it clear that we recognize that the individuals chosen by their colleges, universities and school systems to make presentations, to act as discussants or to attend these meetings were selected because they were in the forefront of contributors to advanced thinking in theory and practice. We understand that without their sharing of their experiences and perceptions no value would have evolved from the investment of this year's work.

In his welcoming statement, Dr. Alvin P. Lierheimer said: "This conference should be useful and should yield clues for each of us to improve our responsibilities for teacher education. And *that* needs doing! *Every* student is disadvantaged when he is taught by a poor teacher. But to put with an inept and an insensitive teacher a youngster already handicapped by social and economic deterrents to self-fulfillment—such action is **immoral!**" The authors agree that the use of poorly prepared teachers in classes for disadvantaged children is **immoral**. In a sense, all teacher preparation programs which fail to educate school personnel who can meet the needs of these children toward self-fulfillment contribute to this indefensible condition.

Parallel to this we suggest that an equal burden of responsibility rests with those who place teachers and children together within the schools and who provide the environment for learning.

Through the questionnaires we learned about several institutes or workshops which were heavily funded and which were poorly staffed, poorly organized and ineffectual. The teachers in those workshops felt free to discuss this with the conference committee in rather vigorous terms through the questionnaires. The teachers voiced their concern that these funds were ineffectively spent. Was it professional for the directors of those programs to have spent that money without more care in planning and implementation? That money could have been better used in other urgent areas. It is interesting to note that the teachers themselves, when they found deficiencies in the experience, did not notify the federal funding agency demanding that in the future their money be better spent. Was it responsible for the federal agency to refund projects without appropriate evaluation and without the necessary precautions being taken to guarantee improvement?

From the conference as a whole several crucial questions emerged:

Why is it that year after year teachers' organization heads and superintendents of schools wrangle over questions of teacher assignment which continue to leave schools in disadvantaged areas understaffed and poorly staffed?

Why do some school principals shirk their responsibilities in relation to instructional leadership, hiding behind closed doors or desks cluttered with trivia? The principal who is a convention addict also deprives his teachers of needed supervision; frequently classroom teachers are removed from their classes to cover for him, with distinct negative effect on the children.

Why have some colleges and universities attempted to satisfy the cry of school systems by furnishing masses of teachers through abbreviated and attenuated programs? Universities should accept their rightful role of producing the needed answers through research, designing teacher education programs which clearly assist carefully selected students to become competent beginning teachers and implementing these programs with every resource needed to do so. As Dr. Richard Popkin has indicated, universities are remiss in not affording the dynamic and pervasive leadership to convince the public and the educational establishment that school and society **must** change, indicating the direction of change, the why, the how and the when.

When will the State Education Department relinquish the gentlemanly stance and fiercely demand that schools and colleges better serve their respective purposes?

It was reported that a college had had an excellent program where the teacher and 14 students had been able to have many enriching field experiences which better prepared the students for teaching in the slums. When asked whether that program was being implemented at this time, the presenter indicated that he now had 130 students in his class and, therefore, he just lectured. When an educational institution knows a better way of educating future teachers and then compromises these practices because of expediency, is it meeting its commitments?

At one of the debates a head of an education department railed against the schools because of the poor quality of cooperating teachers. He said that sometimes it was better for a student not to do student teaching at all because the cooperating teacher was so bad that it would have been better for the student teacher not to have been in that classroom. Why does a head of an education program permit a student in his college to be placed with an inadequate cooperating teacher? He **must** find the appropriate supervisors within the schools for his students.

At this point we get into a dilemma. Most of the groups to which we have referred in the preceding passages include many very well-intentioned and competent individuals, but a circular projection has developed which satisfies consciences but does not result in the desired ends. The circle goes something like this: the schools say they could do a better job if the universities would give them better teachers; the universities say that they could produce better teachers if the circumstances in the schools were more favorable, that the schools do not educate their students well enough so that when they enter college too much remediation must take place, and that the schools do not offer the personnel or the climate in which high standards can be met in preservice field experiences; both the schools and the universities say that the State Education Department should establish the highest standards and insist upon their achievement; the State Education Department says that the standards must be established and implemented by the schools and the universities. And so it goes, round and round, with each group feeling that it is doing its best and could do better if only someone else were doing his job better. Where does this circle end?

The Mass Society

Dean Joseph B. Gittler in his opening remarks spoke about the development of a mass society which is on the verge of bringing the masses of people into decision making positions as individuals and as groups. Sociologists tell us that we are on the verge of another great social revolution. As part of this revolution involving the masses in decision making positions in society, it is time for us now to give the representatives of the disadvantaged community the same power as the privileged have had in relation to involvement in school affairs. No one will question the influence of the advantaged on the development of colleges and universities and of schools in relation to selection of administrators, faculty, curriculum, facilities, materials and virtually all aspects of the educational process. This influence is exerted through membership in central and local boards of education, on the boards of trustees of colleges and universities, through the influence of the press and on the basis of personal pressure. It is **imperative** that the voices we listen to represent wide segments of our society, and that we now make provision for direct involvement of community representatives in influencing policy for schools and for institutions which prepare teachers for service in disadvantaged communities.

There is evidence that many of our schools and colleges are today irrelevant to their stated purposes and in relation to educating young people for the world they face tomorrow. Since this is so, it is **imperative** that we be willing to relinquish the status quo to move toward freedom for open experimentation and exploration of new ways of functioning both within and outside the walls of our schools and colleges.

If we wish to go beyond the threshold to full stature as a profession, educators must relinquish their conservatism and take their rightful places in the forefront of appropriate social movements. We must take prime responsibility for policing activities within our province and for designing and effecting the legislation to bring about the technical and social changes which are needed for improvement in our work. While organizations and structures exist for these purposes within our milieu, the activities of these committees, commissions and associations appear to be more talk than action; and even the talk is overcautious. "Don't rock the boat," "Don't step on anyone's toes," or "Who are we to pass judgment?" are too often the hidden motivations or rationalizations for our participation rather than the guts approach to getting the job done in the best way, no matter what personal or institutional sacrifices must be made.

Reaching for Consensus

At its evaluation meeting, the Inter-university Conference Committee expressed its deep disappointment in the outcomes of the conference. The leaders and pioneers in the colleges and universities in the area of working with or studying the disadvantaged or preparing teachers to work with these children, had been brought together. We hoped that after discussing the individual contributions some consensus might be reached. The committee had no question about the excellent quality of most of the papers which were presented. Those presentations can be reviewed for their merit in this document. However, in the discussion periods of the debates there was a pervasive inability of those present to confront the basic questions we faced in this conference. Almost without exception, the specialists were unable to transcend their narrow domains to come to agreement on an essential element of teacher education programs.

Though the instructions might not have been clear, the planning committee was not asking each group to identify "the only" essential element but rather "any" one. We were asking each of the nineteen discussion debate groups to tell us one way in which the State Education Department, the colleges and universities and/or the school systems must move in the future in order to improve our practices. The excuse cannot be used that the theoreticians could not achieve this since there was a sufficient number of outstanding leaders in school practice who were included in the debates in order to provide balance between theory and practice. The excuse was offered that the problems are so complex that we cannot find single or simple answers. However, as Dr. Robert Green indicated, **"We must find answers!"** The groups could not come to consensus largely because they were unable to approach the task of confronting the issues. This speaks very poorly for us and our colleagues.

Lest we be accused of painting too dark a picture, we want to indicate that from the conference and through these papers we now know about several programs which have been carefully planned, which have improved through experience, which are effective in achieving their stated aims. We must now learn from these programs and their key personnel, and move beyond the point that they have presently reached.

The committee was not concerned with the criticism that the same things were said over and over again during the different meetings. The conference structure had been planned to develop reinforcement through repetition from different angles. The committee will, therefore, attempt to identify for each of the discussion debates what might have been the essential element coming out of the discussion at each meeting. In many instances we have used the statements of participants or reactors almost verbatim.

Administrative Commitment

It is **imperative** that heads and staffs of government agencies, universities and school systems evaluate and commit their financial, personnel and facility resources toward the improvement of teacher education programs and service to the children and communities in which they live. Each segment of this educational complex must establish and accept no less than the highest standards from themselves and from each other; and all three must work together with no attribution to the other of responsibility for inadequacies. They **must** be ready to discard ineffectual modes and explore innovative theoretical and pragmatic avenues.

Cooperative College-School System Efforts

It is **imperative** that there be close cooperation between colleges and school districts, especially in large cities. Colleges can no longer be isolated from the real problems of urban education. In order to prepare teachers realistically to cope with the situations which exist and to work toward the improvement of those situations it is essential that the colleges learn from those school people who have been handling urban problems successfully day by day. Teachers and administrators who are effective should be brought into the colleges to participate in seminars, to teach and to share their learning with students and college faculty. College courses and field work in schools must be closely integrated. This will mean that teacher education for the disadvantaged must be, at least partially, physically relocated so that a good portion of the training takes place in the disadvantaged community and in the schools located there.

Culture Shock

For the young beginning teacher assigned to a poverty area school there is not only "culture shock," with all this implies in terms of attitudes, mores, values and life styles of the disadvantaged, but also "school shock"—being unprepared for all the shortcomings of the poverty area school, its frequent physical dinginess and grimness, lack of instructional materials and equipment, attitudes of some disillusioned experienced teachers toward the pupils and the profession, and the bureaucracy of the large city school system that often blocks or discourages innovative and experimental changes. It is **imperative** that teacher education programs do a much better job of preparing students for these shocks through realistic, well conceived and adequately supervised experiences in community agencies in observing, participating and student teaching or interning in ghetto schools. These school experiences should include a more thorough job of familiarizing students with all of the personnel and facilities, or lack of them, found in the school.

Faculty, Supervisor and Student Attitudes and Behavior

At the debate there appeared to be consensus that on the university level there is too little support for teacher education programs and teacher education programs for the disadvantaged from colleagues in other departments of the institution. The professors involved appear to think that they stand alone or as part of a very small group concerned with these problems. It is **imperative** that there be total university support. It is also **imperative** that faculty supervisor, teacher and student attitudes be developed toward the disadvantaged and their culture to include an understanding of the similarities and differences among people of all races and nationalities. There appears to be a strong feeling that we want to change the children and their parents but we don't know what we want to change them to. Instead of attempting to resolve that question, the attitudes and behavior of the responsible school personnel should afford children the education which will open options for self-determination.

Sensitivity Training

In order to deal effectively with the disadvantaged, teachers must first understand themselves, their own biases, prejudices, commitments and motivations. It is **imperative** that teacher education programs give much more emphasis to discovering ways to do this and then incorporate those methods into their programs. "Who am I?" must be answered in relation to one's past, present and future and to all facets of one's interactions.

Teaching Ethnic Groups

It is **imperative** that the teacher know the cultures of the group he is teaching. This means that the potential teacher must experience a planned sequence involving the neighborhood and the community, relating the home and the school, and bringing mutual understanding and appreciation of what each is trying to do. The teacher must appreciate pluralism and the fact that a diversity of culture adds richness to our society. There is danger that our schools might consciously or otherwise negate differences and stress conformity. Therefore, programs should prepare teachers to accept differences among pupils in terms of customs, language, dress, values. It is **imperative** that we "learn" teaching-learning processes while helping teachers to understand the cultural context in which they will be working. Within this context, all methods to effectuate the full development of the teacher as a unique individual and the child as a unique individual must be employed.

Selecting Students

Probably not everyone is suited temperamentally and emotionally for teaching the disadvantaged. Therefore, it is **imperative** that teacher education programs continue to search for more accurate means of assessing and selecting applicants for admission to such programs and to the profession. This is all the more urgent since we are beginning to see an indication that the personality of the teacher is more important to his success in working with children than most of the elements of our present teacher preparation programs. It is **imperative** that students whose personal weaknesses or biases are so great that they will be ineffective in the classroom, be eliminated from the teacher preparation program early in their college careers. Screening out should be based upon careful well-founded and joint decisions using all the tools we have designed or can design. The student who cannot be helped by the impact of a multifaceted program should be aided in making another vocational choice.

Human Resources

In the preparation of teachers for the disadvantaged, interdisciplinary teams should be involved in program design and in instruction of courses. In addition, appropriate individuals from the community should be utilized as special resources to bring a multidisciplinary approach to the study of the environment and the child.

Involving Community and Parents

The disadvantaged in our society are mobilizing and rising to the point where they demand a voice in decisions about themselves and their children. It is **imperative** that all educational institutions involve community and parents in planning, implementation and evaluation of all programs for the disadvantaged and for preparing teachers for slum schools.

Learning from Special Programs

While most of the special programs have been in existence for too short a period of time to evaluate their effectiveness, some of them are attempting to use insights derived from research in innovative ways. They have also broken the confines of traditional programs, involving professionals and nonprofessionals in newly defined roles. We have not as yet implemented many of the things that research has proven to be effective. Furthermore, caution must control the precipitous trend toward crash programs and innovations which, if they are not carefully and thoughtfully planned and appropriately evaluated, may be harmful to pupils. In addition, it is **imperative** that more stress be placed upon cognitive and affective processes, classroom procedures and disciplinary techniques which may best be learned from a team which includes effective classroom teachers.

Preservice Student Teaching

Preservice student teaching for students who may eventually work in disadvantaged communities **must** be in the most effective schools which can be found within the ghettos. Student teaching should be combined with community experiences to enable the future teacher to know on a firsthand basis the community and its agencies that serve the school district and the personnel associated with the agencies. The student teacher should get to know the child's parents, should visit his home to become familiar with the family's value system, socio-economic status and the family structure so that the teacher will be enabled to assist the youngster to fulfill himself. Student teaching should help to define classroom climate as an effective atmosphere for learning, with identification of elements which contribute to such a climate, such as teacher warmth toward pupils, acceptance of individuals as being worthy of respect and dignity, a spirit of hope and success. Built on these environmental factors, it is **imperative** that student teaching provide students with the tools and strategies of teaching and the conceptual understandings necessary to analyze the teaching process in order to guarantee that each new teacher will be an effective director of instruction.

Field Work

Prior to and concurrent with student teaching, community based field work must provide experiences which crash the communication barrier between the teacher and ghetto children. In all aspects of field work, it is **imperative** that teacher education institutions develop a thoroughness of supervision, the lack of which appears at the present time to be a weakness in many programs.

Inservice Education

Since "it is folly to believe that we have a finished product" when preservice education is completed, it is **imperative** that inservice education be provided for new teachers for several years, making special provision for availability of interpersonal interaction with an authority figure to whom the new teacher can relate. Teachers who have served for longer periods of time **must** be given the opportunity to maintain contact with newer developments. It is **imperative** that inservice education be the responsibility of the school system, with the provision that they utilize college or university personnel whenever appropriate. It is also **imperative** that all inservice education activities have evaluation built into their structure and that they provide for continuity. Colleges and universities also have responsibility for providing inservice experiences for their own faculties.

Instructional Resources and Equipment

It is **imperative** that potential teachers be prepared to use new media and new instructional techniques effectively. These new tools for learning **must** become a part of their own preparation and experience to assure exposure to all the major teaching functions and to build competencies in school personnel. Microteaching, television, video tapes, films, tape recorders and other media have a role to play in the world of education.

Innovative Methods

Innovation is essential to progress. Certainly, if we are going to find solutions to the myriad problems which besiege us, we will have to pool creative ideas, provide funds and personnel who are equipped and motivated to bring about change for the better. But . . . there are dangers inherent in innovation for its own sake. Criteria should be established and clearly stated objectives required before programs are initiated or perpetuated.

Philosophical and Psychological Bases for Curriculum Change

It is **imperative** that some means be discovered which will overcome the unconscionable situation where students preparing to become teachers are virtually anonymous figures, in the masses of students within large programs, until the student teaching phase. Then the student begins to become an individual to a seriously overpressured supervisor. Success in completing the usual college courses is a minor index of that student's potential for teaching and particularly for teaching disadvantaged children. Our curriculum and our methods **must** be designed to teach individuals and not stereotypes within the mass. We **must** teach appreciation of individual differences and individualizing instruction by precept rather than by exhortation. As Dr. Leonard West reported, there is evidence based upon psychological research about human learning which should be incorporated into curriculum.

Role of the Humanities

In order for educational institutions to determine the appropriate curriculum for future teachers of the disadvantaged, they must first attempt to answer the question: "Education for the disadvantaged, for what?" If one of the answers to that question is to help these youngsters become truly creative adults, then the teachers who work with them must be helped through their college education to be free to become creative. It is clear that a program consisting of a patchwork of different courses, representing special interests of the different disciplines within the university structure each competing for time with the students, **must** be changed. It is **imperative** that there be communication across all disciplinary lines and cooperation which transcends any interest except the central concern of preparing better teachers.

Reading and Language Arts

It is **imperative** that potential teachers be taught "how to teach," founded on everything that we have learned from experience and firmly based on the principles which have been justified by research. The papers which were presented on this subject clearly incorporate such foundations and produce quantifiable results, as demonstrated by improved student achievement. It is **imperative** that programs like these be expanded geometrically.

Bilingualism

It is **imperative** that teachers of the disadvantaged, especially those of minority groups who have language problems, possess a knowledge of linguistics and language development. Through research we are beginning to understand the vital importance of language in concept and attitude formation and in the general development of intelligence. This understanding must be disseminated so that faculties of colleges skilled in these areas will help future teachers understand and have the skills needed to bring these children to the point where their lack of facility with language does not interfere with their academic progress.

EVALUATION

The committee was also disappointed that the structure which had been established for group participation in the evaluation of the conference was mainly ineffectual. It would be very helpful if we could find out why the college faculties did not meet at the designated time to decide what statement they wanted to make to the State Education Department and to their colleagues which would move us in a direction toward research or experimentation for the improvement of practice. Here was the moment we had waited for when we could speak our minds openly. The State Education

Department heads of divisions were waiting to learn about the thinking of groups and almost nothing was forthcoming. Was it perhaps because the State Education Department had through the conference become no longer the straw man; rather, had the college and university people and the school system heads begun to realize that all of us had not been doing our tasks fully enough or well enough?

DESIGN FOR ACTION

In preparing the following guidelines for action the Inter-university Conference Committee realizes that there may be many appropriate ways of bringing about enhancement of teaching-learning through the efforts of responsible personnel at all levels of the educational hierarchy. We propose the following with the provision that while we recommend direct attack on the problems, we are not suggesting that it is possible to achieve these desiderata *today*. We are suggesting that processes be set up to move standards and performance toward these optimal goals.

It is **imperative** that specifically geared programs to prepare teachers for the disadvantaged be designed and implemented in the colleges and universities of this State; and although no single pattern for the preparation of teachers for the disadvantaged is presently evident, there are some elements which should be included within such a framework. In each of these sections of this document there is worthwhile information evolving out of a few of the outstanding pioneering programs within this State during the last several years.

The bulk of teacher education institutions and their programs are operating decades behind these innovative efforts. In order to improve practice the following may be a frame of reference for decision making in the future.

The State Education Department

The State Education Department must carefully scrutinize all proposals for programs and projects. No program should be approved unless the design is clear and utilizes elements identified as effective or promising based on proven principles; unless there is promise of sufficient financial support to carry the program through a sufficient period of time to demonstrate its effectiveness; unless the number and quality of personnel are clearly sufficient; unless the college involves the school system and the community in planning, implementation and evaluation; unless there is an interdisciplinary staff involved in all aspects of the program; unless there are clear and high level standards for selection of students; and unless objective evaluation provides an immediate and then later evaluation report to the State. Avenues should be open for the conception of new, comprehensive institutions transcending present structure.

It is suggested that the State establish seven or eight geographic regional committees, each region led by an individual who has demonstrated leadership in the area of educating the disadvantaged. All colleges and universities within the region should participate in sharing, planning, dissemination and evaluation of the programs within that area. Also involved in these tasks should be administrators *and* teachers from inner city schools and representatives of parent and other community groups. A member of the State Education Department staff should be designated as liaison person with each of the regions; the liaison representative, the regional leader and an appropriately selected team should work toward the establishment of higher standards within the region, should arrange for meetings with representation from each college or university, and should prepare reports to the State Education Department on the progress of research, theory and practice within the region. The central committee should also recommend to the State Education Department a list of monographs which they would ask to have prepared by the appropriate ERIC center to assist in the transition from theory to practice.

The central regional team would be consulted for advice by the State Education Department in regard to programs within that region for preparing teachers for the disadvantaged. It is urgent that this group be an action group.

A central committee of the seven or eight regional heads should meet at the initiation of the program for a full day workshop on the purposes of this coordinating group. They should again meet at the end of the first year to determine what the program for the following year should be.

Another function of the central committee and of the regional teams would be to study and refine the content of this document and of other relevant literature so that a brief and workable set of guidelines can evolve for effecting change in programs at all levels. It does not appear that we are ready at the present time to confer about designing an optimal program; nor does it appear appropriate that a statewide conference be held on this subject again with this same group for at least two years.

It is suggested that the State Education Department may want to survey the participants in this conference for their suggestions about next steps, perhaps proposing a design for the next two years' activities and having them react to that proposal.

Colleges and Universities

Colleges and universities should sponsor teacher education programs only if the entire university is willing to make the investment of finances, personnel and facilities needed to provide intimate supervision, dynamic teaching, effective central and ancillary experiences in cooperation with the neighboring school system, the community and the college or university students themselves.

They should offer adjunct faculty status to carefully selected appropriate school personnel and involve them in all phases of the program for preparation of teachers; be prepared to place full time college faculty for assignment in schools; insist that all college faculty involved with teacher preparation programs have periodic and extended experience in the schools for which they are preparing teachers.

Local School Systems

Local school systems should put their houses in order. Through cooperative efforts by school personnel and community representatives they should provide: high quality facilities; dynamic administration and supervision; masterful teachers; numerous professional and nonprofessional ancillary personnel; curriculum realistically designed to help children learn about their world today and their possible world of tomorrow, providing them with the skills they will need to face the problems of tomorrow; traditional and innovative materials of instruction; reduced class size; special personnel to remove children with disturbing behavior from classrooms and to help them on an individual or small group basis. In short, schools should offer disadvantaged children nothing less than and hopefully more than all of the educational benefits afforded our most advantaged children.

They should provide their most qualified personnel for assignment either as full time or part time faculty in university programs and accept into their schools as cooperative members of their staffs the faculty members assigned by universities to supervise students; offer preservice student teachers the education outlined in the previous portions of this document; provide teachers in the early years of their service strong supervision with rigorous evaluation of the teachers' competence and potential before tenure is granted; insist on inservice education for all teachers throughout their careers, individually determined on the basis of the teacher's strengths and weaknesses and his conversance with the evolving curriculum and methodological changes.

The Community

The community must be prepared to funnel into its educational services at all levels more money than it presently does. As citizens and as organizations consisting of citizens supplying the financial support of education for the children of this society, they have the right to expect high quality effectiveness and results as demonstrated by universal literacy and academic achievement consistent with each child's full potential; as citizens they also have the right to expect that their voices will be listened to and considered carefully in relation to the implementation of educational programs. They must also bear the responsibility of working cooperatively with the schools, colleges and universities without transcending the limitations of their competence and without asking for special consideration for any individual child or group of children.

CONCLUSION

We on the Inter-university Conference Committee have jointly shared our concerns and perceptions through this chapter and have reported on some of the insights developed in the discussion debates. Where we have criticized practices we were criticizing ourselves in the process, along with our many colleagues.

We planned that the conference would not end on the evening of April 11th. The reactors were still to report in the Proceedings, and the university teams were expected to continue the dialogue back at their institutions and effect change in their programs. It has been reported that internal interaction has been initiated and continues at about 20 colleges. If that does not continue then inertia and personal interests were too great a block to overcome in one experimental confrontation. We feel that there was enough food for thought for each participant to leave with something. But the handwriting is on the wall! If we do not do a better job of educating disadvantaged children we will have to answer to the awakening voice of their parents and of an angry community. In addition, if we firmly believe that the living conditions surrounding the slum child must be changed if education is to be effective, then how are we as individuals and as a profession to bring about the needed changes? As Dr. Edmund Gordon has informed us in his report from the ERIC Information Retrieval Center on the Disadvantaged, we have not only **not** developed new techniques, skills and materials, we also have **not** taught much understanding. Dr. Gordon's use of the analogy between our work and the problems of learning to nurture crops through intensive application of research indicated that practice has brought agriculture to the point where we now not only feed our expanding population well but also many other parts of the world. When will we find the answers to developing our most precious resources, our children, and when will we translate those answers into action?

Directory

COLLEGE AND UNIVERSITY PROGRAMS IN NEW YORK STATE FOR PREPARING TEACHERS OF THE DISADVANTAGED / 1966-67

The directory which follows lists the programs which were reported by the colleges and universities in New York State as being in effect during the 1966-67 academic year. Not included are programs which have been discontinued during this period or programs which will be initiated after June 1, 1967.

The colleges and universities are listed alphabetically. While the specific programs are included under the sponsoring universities, the subject index which follows has been prepared in order to identify those institutions offering programs in the same or related areas. No reference has been made to emphases such as attitudes development, elementary education, community relations, group dynamics or to other areas which pervade most programs for preparing teachers for the disadvantaged.

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Adelphi University

Garden City, New York 11530

PROGRAM: **Early Childhood Education for the Environmentally Disadvantaged.**

AIM: To give graduate students who are or will be working with disadvantaged youngsters an understanding of early childhood education with special emphasis on the needs of these children. (The basic premise is that good early childhood education for the disadvantaged is essentially educationally sound education for all young children. Methods and materials are adapted to the needs of the child at his particular stage of development.)

DATE BEGUN: Spring 1966.

STAFF: Instructor of early childhood education.

DURATION: One semester.

STUDENTS: Graduates.

SCHOOL SYSTEM SERVICED: New York City, Nassau and Suffolk Counties.

SPECIAL CHARACTERISTICS: Field visits; films; seminar discussions; workshop experiences (role playing, etc.); lectures; interdisciplinary approach.

CONTACT PERSON: Mrs. Cynthia R. Roffman, Education Department; Miss Evelyn Konigsberg, Chairman, Education Department, Adelphi University.

Bank Street College of Education

103 East 125 Street, New York, N. Y. 10035

PROGRAM: **Auxiliary Personnel in Education** (A Nationwide Study of Nonprofessionals).

AIM: To analyze the role development, training and institutionalization of auxiliary personnel in school systems.

To measure the impact of auxiliary school personnel upon pupils, teachers, school community relations and the auxiliaries themselves.

To develop some models for effective training and utilization of auxiliary school personnel.

DATE BEGUN: March 18, 1966.

STAFF: Director; coordinator; editorial associate; administrative assistant; two research assistants.

DURATION: Through February 28, 1968.

STUDENTS: 913 trainees (auxiliaries, teachers, administrators) enrolled in 15 demonstration training programs in phase 1 of the project.

SCHOOL SYSTEM SERVICED: 15 selected school systems throughout the country.

FUNDED BY: Office of Economic Opportunity.

SPECIAL CHARACTERISTICS: In addition to coordinating, observing and analyzing the 15 demonstration programs, the study convened a series of consultations of knowledgeable people in the field to develop principles and practices for the training and utilization of auxiliary school personnel. The study also provided consultant service and printed materials for interested individuals and institutions.

CONTACT PERSON: Dr. Garda W. Bowman, Coordinator, Bank Street College of Education.

EVALUATION: This is itself an evaluative study.

PROGRAM: **Curriculum Consultation Service:** An Equal Educational Opportunity Program.

AIM: To facilitate school desegregation.

To prevent resegregation.

To provide equal opportunity to intellectual growth, vocational competence and personal fulfillment.

DATE BEGUN: September 1965.

STAFF: Director; curriculum associate; staff of graduate programs, Laboratory School, Education Resources Center and other Bank Street College programs.

DURATION: Contracted through August 31, 1967.

SCHOOL SYSTEM SERVICED: Consultation provided to any system confronting problems of school desegregation.

FUNDED BY: U.S. Office of Education, Equal Opportunities Program.

SPECIAL CHARACTERISTICS: Consultation meets the needs of individuals, school systems and teacher training institutions as defined by them; processes of consultation include observation of effective programs in schools within the metropolitan area of New York City; seminars with personnel experimenting with such programs; access to a curriculum laboratory; short term institutes, etc.

CONTACT PERSON: Mrs. Rose Risikoff, Director, Bank Street College of Education.

EVALUATION: Quarterly reports filed with U.S. Office of Education.

PROGRAM: **Educational Resources Center.**

AIM: To use new curricula and new ideas in teaching to encourage improved effectiveness of teachers in Harlem.

To improve the quality of teaching in the Harlem schools, and to raise the level of the pupils' achievement.

DATE BEGUN: September 1964.

STAFF: Director; 9 professional personnel—7 consultants to teachers in schools in the project, 1 librarian, 1 curriculum assistant.

DURATION: Ongoing (nearing end of first 3 year period).

SCHOOL SYSTEM SERVICED: New York City (3 school districts in Harlem).

FUNDED BY: Carnegie Corporation and Field Foundation.

SPECIAL CHARACTERISTICS: Educational Resources Center is a small, independent operation which, though it works with the cooperation of the New York City Board of Education, is still free to function as it deems appropriate.

CONTACT PERSON: Mr. M. Sylvester King, Director, Bank Street College of Education.

Barnard College, Columbia University

New York, N. Y. 10027

PROGRAM: **Teachers of Academic Subjects for Secondary Schools with Particular Reference to Disadvantaged Areas.**

AIM: To acquaint student teachers with the "culture of poverty."

To offer some possible approaches to teach youngsters in the urban ghetto more effectively.

DATE BEGUN: September 1965.

STAFF: Director of the education program; other faculty members (sociology, anthropology, political science) depending on academic specialization of student teacher.

DURATION: One academic year.

STUDENTS: 20 seniors.

FUNDED BY: College general operating budget.

SPECIAL CHARACTERISTICS: Most of the student teachers in the ghetto schools have already spent 2 or 3 years as tutors under the Columbia Citizenship Program during which time they have worked with neighborhood youngsters who came to Barnard for tutoring or with Harlem children at various storefront centers in Harlem.

CONTACT PERSON: Dr. Patricia Albjerg Graham, Director, Education Program, Barnard College, Columbia University.

EVALUATION: None yet available.

Brentwood College

Brentwood, New York 11717

PROGRAM: **Remedial Reading and Arithmetic N-6.**

AIM: Post-practicum for student teachers and preparation for beginning teachers in inner city schools:

To aid beginning teachers to make the transition from a structured situation working with culturally different children to the actual classroom in inner city schools.

To develop and implement reading and arithmetic techniques for use with inner city children.

To introduce students to needs of inner city children by means of home visits.

DATE BEGUN: Summer 1965.

STAFF: Director of project; coordinators of reading, arithmetic, adult education, Spanish language; college faculty members—2 from education, 1 from psychology, 1 from sociology; nurse; doctor; 12 master teachers; ancillary staff: social worker, nurses aides, arts and crafts specialist, recreation leaders.

DURATION: 6 weeks during the summer.

STUDENTS: 40 sophomores as arts and crafts aides; 10 seniors as beginning teachers.

Brentwood College *continued*

Funded by: College and Catholic Charities, 1965; Office of Economic Opportunity, 1966.

Special characteristics: Special selection criteria; orientation workshop; practice teaching for native Spanish-speaking students who use Spanish materials; follow up in practical situations of work in psychology, sociology and education.

Contact person: Sister Rose Augustine, Director, Operation Northwest Brentwood College.

Evaluation: Follow up made by supervisors of beginning teachers.

Brooklyn College of The City University of New York

Brooklyn, New York 11210

Program: **Center for Migration Studies.**

Aim: To promote better training of teachers in human relations so as to increase their effectiveness in dealing with children from culturally different backgrounds.

Date begun: 1965.

Staff: Director; associate director; advisory board—representatives of 13 different departments on campus.

Duration: Ongoing.

Students: Undergraduate honor, graduates.

School system serviced: New York City.

Funded by: The City University of New York and Brooklyn College.

Special characteristics: The center calls upon nationally known authorities in various disciplines; specific programs; occasional short term institutes and conferences.

Contact persons: Prof. Clarence Senior, Prof. William Bernard, CUNY Brooklyn College.

Evaluation: Not yet available, but is in the planning stages.

Program: **College Graduates to Teach in Elementary Schools in Disadvantaged Urban Areas.**

Aim: To develop a graduate program of teacher preparation to attract mature liberal arts college graduates.

To try out a new professional core program located in schools of disadvantaged areas, and supported by especially developed ancillary seminars. To evaluate and refine the program over a 5 year pilot period so that lessons of experience may be applied to a broader range of teacher education activities.

Date begun: July 1965.

Staff: Director of project; special program faculty—2 full time and 3 part time field supervisors, seminar lecturers, psychologist (half time), research statistician, administrator (half time); ancillary staff; principals and assistant principals in cooperating schools, directors of cooperating community agencies, college faculty giving elective courses, independent faculty evaluators.

Duration: One year core program followed by 1½-2 years part time study.

Students: 38 graduates.

Funded by: The City University of New York and New York State Education Department.

Special characteristics: 48 credit program leading to M.S. in education; strongly field centered, planned in cooperation with New York City Board of Education; 1 semester of student teaching and related activities; internship semester; summer work-study program; supervised first year of teaching; systematic evaluation.

Contact person: Dr. Charles M. Long, Director, Pilot Program in Urban Education, CUNY Brooklyn College.

Evaluation: In process.

Program: **Experimental Program for Beginning Teachers.** Support Program

Aim: To implement a program of college courses in methodology, psychology and sociology with field consultant services for first year teachers in schools located in disadvantaged neighborhoods.

To improve performance and reduce turnover of beginning teachers.

Date begun: February 1967.

Staff: Resident faculty.

Duration: February—June 1967.

Students: 13 (10 have completed the intensified teacher training at CCNY and 3 with a B.A. in fields other than education).

School system serviced: New York City District #16 Bedford-Stuyvesant area.

Funded by: Center for Urban Education.

Special characteristics: The intent in this experiment is to offer an opportunity for practical implementation under the guidance of the college staff of theoretical concepts in the actual field in which the problems are being experienced.

Contact person: Dr. Helen Brell, Graduate Division, CUNY Brooklyn College.

Evaluation: Report.

Program: **Teachers of Spanish-Speaking Children.**

Aim: To give teachers a cultural and historical background of Spanish-speaking Americans, with a focus on the Puerto Rican population. To prepare teachers of English as a second language. To equip teachers with basic conversational Spanish.

Date begun: 1961.

Staff: Resident faculty.

Duration: Ongoing program; requires 1½ years to complete.

Students: 35 graduates.

Funded by: The City University of New York.

Special characteristics: Directed field work in neighborhoods and teachers' classrooms is an integral part of the program.

Contact person: Dr. Helen Brell, Graduate Division, CUNY Brooklyn College.

Evaluation: Continuous; no report available.

Program: **Volunteer Tutoring Program.**

Aim: To allow students to serve the community.

To allow them to know and understand ghetto and disadvantaged neighborhoods and the people in them.

To provide help for underachievers in the elementary age child, mainly in reading and on a one to one basis.

To widen children's experiential background of experience through trip taking.

To improve attitudes (children to reading, to self, to aspirations, to outsiders; tutors to disadvantaged children and parents; parents toward learning and outsiders of the ghetto).

Date begun: 1963.

Staff: College advisor for program; supervisor at La Casa; librarian at Carroll Parke Public Library; supervisor; reading specialist, Williamsburgh Neighborhood Center; educational director, Paragon Study Center; ancillary staff: social worker on tap next door for referrals at La Casa; at Youth in Action (Paragon Study Center) there is an independent set-up where tutors are gradually being added.

Duration: 1963 to 1967. Mainly (except for about 15 weekly workers) students work each Saturday from 10:30-12:20.

Students: 70 undergraduates, freshmen through seniors.

School system serviced: New York City (mainly P.S. 29 Brooklyn).

Funded by: Brooklyn College ($500 last semester, expect more this); centers mentioned above.

Special characteristics: Students go to homes and pick up and return children; tutor in reading with library-type books; the program is on order of individualized reading; relaxing activities follow reading (guitar playing, singing); making of original books and experience charts; seminars after each session; packets of materials and conferences follow induction of new tutors.

Contact person: Prof. Irene W. Vite, Rm. 155 LaGuardia, CUNY Brooklyn College.

Evaluation: Self-appraisal of tutors; appraisal of program by tutors; appraisal of program by children; appraisal of children's improvement in attitude by classroom teachers.

Colgate University

Hamilton, New York 13346

Program: **Meeting, Understanding, Relating to Atypical Student Populations For Prospective Teachers.**

Aim: To provide teaching interns with an opportunity to "learn" of the attitudes and in-

Colgate University *continued*

terests of culturally disadvantaged youth regarding schools and education.

To aid the prospective teacher in assessing his/her reaction to a group indifferent to or openly hostile regarding schools and education.

Date begun: Summer 1964.

Staff: Director; art instructor; teaching intern supervisor staff of the university; superintendent and staff of a New York State Division for Youth Camp; boys resident in camp (N=60) serve as "consultants".

Duration: Summer sessions each year (6 weeks).

Students: 40-50 incoming teacher interns (graduate students).

Institution serviced: NYS Division for Youth Camp: Charles Loring Brace Youth Camp.

Funded by: University and New York State Division for Youth.

Special characteristics: Boys are used as consultants to teach interns their special perspective—that of unsuccessful participant—in the educational system; supplementary program involves them in an intensive art studio program.

Contact person: Dr. Linden D. Summers, Jr. Colgate University.

Evaluation: Follow up evaluations: outcomes regarding subsequent teaching career.

College of Mount Saint Vincent

Riverdale, New York 10471

Program: Teachers for Nursery Schools and Kindergarten with Emphasis on Disadvantaged Communities.

Aim: To provide undergraduates with experience in working with disadvantaged nursery school groups concurrently with their methods courses and in this way to translate theory into practice.

To discover aptitude (or lack of it) in the pre-school child and/or the disadvantaged child.

To provide for awareness of the need for flexibility and for constant search for effective methods for meeting needs of disadvantaged children.

To accustom undergraduates to working with para- and nonprofessionals.

Date begun: May 1966.

Staff: Undergraduates work under the direction of the regular members of two Head Start programs involved: Messiah Baptist and St. Peter's, both in Yonkers; supervision by the college professor of early childhood education who conducts the methods classes, maintains liaison with the program directors, and evaluates the experience.

Duration: Ongoing.

Students: 30 juniors in elementary education.

Funded by: Head Start programs are funded by Office of Economic Opportunity; Mount Saint Vincent's involvement is on a volunteer basis; expenses are met within the regular budget of the education department.

Special characteristics: A mutual strengthening of both the Head Start program and the college's teacher training program by providing for one to one relationships between college volunteers and Head Start children; the college offers to teaching members of each Head Start staff a tuition free course, Workshop in Nursery School and Kindergarten Activities (Education 424), a 2 credit elective for seniors.

Contact person: Mrs. Ina Marash, Education Department, College of Mount Saint Vincent.

Evaluation: Records on file at college.

Fordham University

302 Broadway, New York, N. Y. 10007

Program: Teachers of Children and Youth in Urban Schools.

Aim: To adequately prepare teachers for the complex process of teaching in urban schools.

To apply research and insight from the behavioral sciences to the teaching process.

To use paraprofessionals to prepare teachers while also improving the effectiveness of the teachers on the job.

Date begun: February 1, 1967.

Staff: Director of the program; university faculty members; ancillary staff: from social work agencies and the local school system.

Duration: Usual sequence is a 2 year program.

Students: 130.

Funded by: University.

Special characteristics: Observation and fieldwork in social work agencies as part of initial coursework; team teaching of university coursework (Children and Youth in Urban Schools taught by team from psychology, guidance, sociology, administration, curriculum); apprentice teacher position, 4 hour day for 1 year, while enrolled in university coursework; beginning teacher position, 1 year, while enrolled in university coursework, the position adjusted to ability of a beginning teacher.

Contact person: Dr. Harry N. Rivlin, Dean, School of Education, Fordham University.

Evaluation: To be initiated as soon as program is in full operation.

Hunter College of The City University of New York

695 Park Avenue, New York, N. Y. 10021

Program: Community and School Experience Program.

Aim: Field work placement in a school or social agency for partial fulfillment of requirements for education course in learning theory and group dynamics:

To enable students to have an actual experience observing and helping in school classroom or social agency group setting, under supervision before their student teaching.

To expose students to school age children from a variety of backgrounds, different from those of the students.

To provide an opportunity, before student teaching, for students to apply and relate theories from their education courses to groups of "live children" similar to those they will teach in urban schools. Emphasis is on the use of agencies and schools which provide close professional supervision of the students.

Date begun: Fall 1958

Staff: Coordinator of project; faculty member who is an accredited social worker with child guidance and family agency experience; instructor in the department of education.

Duration: One semester.

Students: Approximately 380.

Contact person: Mrs. Ruth K. Davis, Coordinator, CUNY Hunter College.

Program: Improving Remedial Reading Programs in Disadvantaged Urban Areas.

Aim: To focus attention upon the competencies required of special reading teachers in large city schools in the diagnosis and correction of reading difficulties and in the planning of corrective reading programs.

Date begun: July 3, 1967.

Staff: Director of project; 4 university professors; 6 visiting consultants.

Duration: 6 weeks.

Students: 36 remedial reading teachers.

Funded by: U.S. Office of Education.

Special characteristics: Special selection criteria; supervised practicum in working with children; studies of special needs of disadvantaged youngsters; special curriculum planning and development for remedial reading programs.

Contact person: Dr. André L. Thibodeau, Director, CUNY Hunter College.

Evaluation: Follow up evaluation by school principals.

Program: National Teacher Corps.

Aim: Preparing teachers for junior high schools in disadvantaged communities: To foster innovation in teaching in disadvantaged areas.

To prepare teachers who would have commitment to remain in such schools.

To develop a program of intensive preservice activity followed by an inservice program of gradual, closely supervised entrance into teaching responsibilities.

To stress the teacher's concern for community service through its children.

Date begun: July 1966.

Staff: Director of the project; university fac-

Hunter College *continued*

ulty members—1 in psychology, 1 in sociology, 1 in group work; ancillary staff: 1 junior high school principal for preservice program.

Duration: Planned as a 2 year sequence (starting with 7 weeks summer preservice program).

Students: 24 college graduates; 5 experienced teachers (team leaders).

School system serviced: New York City.

Funded by: U.S. Office of Education.

Special characteristics: Bachelor's degree required; all in secondary subject fields; courses offered in summer program conducted as integrated seminars based upon community field work; intensive contacts with agencies, community groups, situations, etc.; master's degree promised to successful corpsmen; base teacher's pay during first year of inservice with limited teaching responsibilities.

Contact person: Dr. Nathan Kravetz, Director, CUNY Hunter College.

Evaluation: Follow up as to retention in positions, community service, and quality of performance.

Program: Project 120.

Aim: To give future teachers special preparation for working with students from low socio-economic backgrounds.

To stem the annual flight of the new teacher from the slum or special service school.

Date begun: 1960.

Staff: Director of project; coordinator of field trips.

Duration: One semester.

Students: 15.

Funded by: College provides staff time.

Special characteristics: Volunteers; junior high school program; supervision by subject matter specialist; maximal teaching experience; visits to community agencies organized by a sociologist-psychologist; consultant services; weekly conferences with project director; placement service.

Contact person: Dr. Dorothy Fraser, Director, CUNY Hunter College.

Evaluation: Follow up studies 1962, 1966.

Program: Teacher Induction and Retention Project.

Aim: Support for newly appointed teachers in disadvantaged areas, elementary schools:

To provide maximum support for newly appointed teachers in five elementary schools in the Bronx.

To acquaint teachers with techniques and background information that will assist them to function in schools in disadvantaged areas.

To reduce the dropout rate among teachers in such schools.

To couple school and college support programs in a new pattern of support for beginning teachers.

Date begun: September 1966.

Staff: 3 university faculty members—1 with elementary education background, 1 sociologist and 1 child guidance specialist; 2 teacher trainers; 2 assistants to principal assigned by New York City schools.

Duration: One year.

Students: 25 beginning teachers.

School system serviced: New York City District 12 Bronx.

Funded by: Center for Urban Education.

Special characteristics: The university faculty members work closely in the schools with school personnel; courses for graduate credit are given in the participating schools and are based on daily experiences and problems of the teachers; 4 different patterns of support are being tried in 5 schools.

Contact person: Dr. Charles Tanzer, CUNY Hunter College.

Evaluation: Now under way by Gloria Harris, Center for Urban Education.

Program: Teachers of Children of Puerto Rican Origin.

Aim: To assist teachers:

To understand the cultural origins of Puerto Ricans and their acculturation problems.

To communicate with Puerto Ricans in Spanish.

To develop special materials and skills for teaching English as a second language.

To evaluate and adapt the curriculum in all areas.

To analyze existing research in the field and conduct individual research projects.

Date begun: 1958.

Staff: Coordinator; university faculty members.

Duration: 14-point graduate program.

Students: 100 per year.

School system serviced: New York City and surrounding areas.

Funded by: The University of the City of New York and grants from the New York State Education Department.

Special characteristics: Workshops; demonstration lessons; inter-disciplinary approach.

Contact person: Dr. Mary Finocchiaro, CUNY Hunter College.

Evaluation: By the New York State Education Department; feedback from principals.

Program: Teachers of Speakers of Other Languages or Other Dialects.

Aim: To familiarize teachers with:

the linguistic and cultural background of students and their implications for teaching;

the major features of the English language;

the methods of teaching culturally different youth;

the effect on learning of sociological factors and the attitudes of parents, peers, etc.;

the need for curriculum adaptation, continuous evaluation and individualization of instruction.

Date begun: 1962.

Staff: Coordinator; university faculty members in the education department; members from the departments of English, anthropology, speech and linguistics.

Duration: 30-point master's program.

Students: 100 (in the specific course, Teaching English as a Second Language); the master's program will start in September, 1967.

School system serviced: New York City and surrounding areas.

Funded by: The University of the City of New York and grants from the New York State Education Department.

Special characteristics: Inter-disciplinary approach; workshops; practice teaching in the New York City schools at all levels of the school system.

Contact person: Dr. Mary Finocchiaro, CUNY Hunter College.

Evaluation: By the New York State Education Department; feedback from principals.

Program: Triplet Project.

Aim: A pilot pattern of elementary student teaching in special service schools:

To provide intensive training and supervision of elementary student teachers in preparation for service in special service schools.

Date begun: February 1964.

Staff: Two college supervisors — one from Park Avenue campus, one from Bronx campus; cooperating teachers of three schools in Manhattan and three schools in the Bronx.

Duration: Indefinite.

Students. Approximately 30 seniors each semester.

Funded by: The City University of New York.

Special characteristics: Teams of two student teachers in a room; after school meetings with cooperating teachers to evaluate project; subsequent appointment of student teachers to regular positions in Triplet schools; "resident" function of supervisors enabling them to assess each student teacher's strengths and weaknesses; former student teachers in the project serving as cooperating teachers.

Contact persons: Dr. Perry Kalick, Park Avenue Campus, Dr. Fred Callahan, Bronx Campus, CUNY Hunter College.

Evaluation: Follow up of former Triplet Project student teachers in their present assignment as regular teachers.

Ladycliff College

Highland Falls, New York 10928

Program: **Get Set Nursery School and Pre-school Story Hour.**

Aim: To acquaint girls with the nursery school for the disadvantaged.

To develop an awareness of the need in this field for good teachers.

Date begun: October 1966.

Staff: Get Set teacher; college professor.

Duration: October-May.

Students: 30 juniors.

Funded by: Community.

Special characteristics: Girls go in free time which is scheduled; no extra credit given but is part of methods requirement.

Contact person: Mrs. Joy Marie Conley, Ladycliff College.

Evaluation: Verbal in class.

Molloy Catholic College for Women

Rockville Centre, New York 11570

Program: **Students Together.**

Aim: Teaching on a one to one basis in the areas of math, Spanish, English, reading on the junior and senior high school levels:

To provide the tutorial and remedial supplement necessary to assure scholastic success for the educationally, culturally and economically disadvantaged student.

Date begun: 1/24/66-3/21/67.

Staff: Director of project; college faculty; 2 certified teachers; tutors-volunteers from Molloy College, St. Agnes High School, Oceanside, Southside and Berner High Schools, St. John's University.

Duration: Annual.

School system serviced: Rockville Centre, Malverne, Hempstead, Freeport.

Funded by: Office of Economic Opportunity.

Special characteristics: Practice teaching on a one to one basis; strong academic emphasis on math, reading and foreign languages.

Contact persons: Mr. Edward Murtaugh, Catholic Charities, Sister Esther Regis, O.P., Chairman, Education Department, Molloy Catholic College for Women.

Queens College of the City University of New York

Flushing, New York 11367

Program: **Children and Parents Center.**

Aim: To provide a pre-school educational experience for 100 nursery age children and a program of parent and community education.

Date begun: September 1965.

Staff: Executive director; director of pre-school program; director of community education; teachers; assistant teachers; various other professional personnel.

Duration: Year to year.

Funded by: Office of Economic Opportunity.

Special characteristics: While not directly a teacher education program, the center can and will be utilized to give early childhood majors an opportunity to work with disadvantaged youngsters and parents.

Contact person: Mrs. Jacquelyn Petersen, Executive Director Children and Parents Center, 157-11 Linden Blvd., Jamaica, N. Y.

Evaluation: Center's Annual Report.

Program: **Learning to Teach in Urban Secondary Schools.**

Aim: An academic year of supervised participation and student teaching in racially integrated junior and senior high schools:

To vitalize learnings in general methods by relating them to the actual school setting in which they are to be applied.

To involve students earlier and more actively in actual classroom situations, leading to a more meaningful student teaching experience.

To orient students to the organization, staffs and educational problems of the integrated schools where they will student teach.

To provide opportunities for closer cooperation between the schools and the college in teacher training and in staffing difficult schools.

Date begun: February 1967.

Staff: College coordinator to supervise student participation, to maintain liaison with the schools and to conduct the seminar in general methods;

Ancillary staff: administrative assistant, senior high school, assistant to principal, junior high school to participate fully in weekly seminar sessions and to arrange for visits of school resource personnel to seminar.

Duration: One year sequence.

Students: 15 to 25 seniors specializing in all content areas.

School system serviced: New York City.

Funded by: College for initial period of one year—to be evaluated for refunding in fall 1967.

Special characteristics: Field seminar, classroom participation, active involvement of school supervisory personnel in conduct of seminar, use of school staff members as resource persons for seminars and as cooperating teachers; focus on relating theory to reality in racially balanced schools.

Contact person: Dr. Gertrude L. Downing, Department of Education CUNY Queens College.

Program: **National Teacher Corps.**

Aim: ". . . to strengthen educational opportunities for children in areas with concentrations of low income families. . . ." *(Guidelines*, National Teacher Corps, p. 1.)

Date begun: Preservice: July 1966.
Inservice: September 8, 1966.

Staff: Preservice: university faculty members—director of project, 2 course instructors, 1 evaluator, 1 field work coordinator, 1 public school supervisor.

Inservice: university faculty members—director of project, 1 evaluator, 1 counselor, 5 experienced team leaders.

Duration: A two year sequence for college graduates ending June 1968.

Students: Preservice: 21 Inservice: 15

School system serviced: New York City.

Funded by: Up to 90% by U.S. Office of Education by authority of Title V-B of the Higher Education Act of 1965—to be evaluated for second year funding in spring of 1967.

Special characteristics: Close cooperation among federal government, university and the public schools; paid internships; leads to Master of Arts in elementary education, provisional certification in New York State and eligibility for regular license examination in New York City; 1/3 of time in classroom; 1/3 community service; 1/3 graduate study; built-in evaluation; counseling service for interns.

Contact person: Dr. Miriam E. Urdang, Director CUNY Queens College.

Evaluation: Ongoing; no data available at this time.

Program: **Operation Seek.**

Aim: To provide a pre-college and college education to high school graduates from poverty areas.

Date begun: September 1966.

Staff: Director; counselors; teachers; student tutors.

Duration: Year to year.

Funded by: New York State Legislature and Board of Higher Education of the City of New York.

Special characteristics: Small classes; individual attention; tutoring; counseling; college level work handled in above manner, as well as remedial work; student teachers could be used.

Contact person: Mr. Joseph Mulholland, Director CUNY Queens College.

Evaluation: None yet; in process.

Program: **Preservice Field Work—Inservice Work.**

Aim: To better prepare teachers to work in junior high schools with disadvantaged children.

Date begun: 1960.

Staff: One coordinator from the college, one day per week.

Queens College *continued*

DURATION: Indefinite; ongoing.

STUDENTS: 20 to 30 students in their pre-student teaching semester; 10 student teachers.

SCHOOL SYSTEM SERVICED: New York City (J.H.S. 8 Queens).

SPECIAL CHARACTERISTICS: The college methods teacher is also coordinator of school-college activities, places participants one day per week in the school, meets with students, teachers and student teachers on a regular basis; student teachers work ½ day per week for one semester; appropriate curriculum materials are selected or prepared and tried out in classes; problems of teaching and learning are discussed; staff of school come to college classes each semester.

CONTACT PERSON: Dr. Helen Storen, CUNY Queens.

EVALUATION: Informal thus far; student teachers often elect to remain as regular teachers; students and staff comment on the value of their experience. Administration asks for larger numbers of students each year.

PROGRAM: **School-University Teacher Education Center (SUTEC).**

AIM: Joint effort of public school and college as teacher education partners; pre-tenure and inservice teacher education, both taking place in the public school entirely:

To develop effective teaching procedures for urban schools.

To create and use realistic and informative curriculum and materials.

To diversify learning experiences to meet the needs of every child in the pluralistic cultural milieu of the city.

To utilize the creative abilities of each college and school staff member.

To organize and use the skills and abilities of professionals in other disciplines.

To create more adequate tools for the evaluation of teaching and learning.

DATE BEGUN: June 1966.

STAFF: College staff: 10 full time college instructors including co-director, project coordinator, research psychologists, sociologist, anthropologist and curriculum specialists; School staff: public school principal, 3 assistant principals, 40 teachers.

DURATION: 5 years.

STUDENTS: Undergraduates.

SCHOOL SYSTEM SERVICED: New York City (P.S. 76 Queens).

FUNDED BY: ESEA, Public Law 89-10: Federal Cooperative Research Act, Public Law 83-531; Board of Higher Education of the City of New York; Board of Education of the City of New York; further funding being requested through Higher Education Law.

SPECIAL CHARACTERISTICS: Joint action of city schools and university working as a team for teacher education and curriculum development; multi-disciplinary approach; experimental groups—60 per semester, cumulative: control groups— almost 180 per semester; children in public school from pre-kindergarten through grade 6—850; some experimental students become part of graduate inservice program over a 3 year period leading to master's degree.

CONTACT PERSON: Dr. Thelma Adair, Co-director, CUNY Queens College. Mr. Abraham Kaplan, Principal, P.S. 76 Queens.

EVALUATION: Instruments, techniques and activities in progress.

PROGRAM: **Teacher Orientation Program for Students (TOPS).**

AIM: To engage students, from very beginnings of professional work, in a supervised program of teaching small groups and individual children in urban junior high schools during regular school day and in regular classrooms.

To give classroom teachers special preparation to supervise.

To relate theoretical aspects of professional curriculum to actual school experiences from the very first course in education.

To offer actual teaching contacts with urban children from the earliest period of professional education in order to provide experiences necessary for development of effective teachers of disadvantaged early adolescents.

To cooperate with schools in study and solution of problems of prospective and beginning teachers who work with disadvantaged early adolescents.

To cooperate in inservice education of teachers to enable them to exercise leadership in curriculum building, preparation of materials and procedures for teaching, and in work with prospective and new teachers.

DATE BEGUN: February 1965.

STAFF: College staff: coordinator; field work consultant; educational psychologist; special methods instructor in math and science; special methods instructor in English and social studies;

School staff: coordinator, teachers, administrators.

DURATION: Ongoing; semester to semester.

STUDENTS: 60-75 students enrolled in first course in education. (Contemporary Education: Principles and Practices) or in second course (Educational Psychology).

SCHOOL SYSTEM SERVICED: New York City.

FUNDED BY: None other than those portions of the work which can be classified as coursework funded by the Board of Higher Education of the City of New York.

SPECIAL CHARACTERISTICS: 5 or 6 students teaching small groups at the same time in regular classrooms under the supervision of the classroom teacher; regular meetings of college coordinators, classroom teachers and administrators to plan cooperative experiences in which children and prospective teachers will engage; one half day per week with same small group of children and with same individual child for early identification of prospective teacher with role of teacher in disadvantaged areas.

CONTACT PERSON: Dr. Deborah Elkins, Department of Education, CUNY Queens College.

EVALUATION: In process of being developed.

PROGRAM: **Teaching Internship Graduate Program.**

AIM: A 42 credit program for college graduates with little or no previous work in education (summer session plus following fall and spring semesters for 18 credits in basic professional preparation; remaining 24 credits in liberal arts and professional work may be completed at student's convenience within 5 years from the time of entrance into program):

To prepare secondary teachers primarily for urban schools.

DATE BEGUN: July 1, 1964.

STAFF: Education department and graduate liberal arts faculty; resource teachers.

DURATION: Indefinite.

STUDENTS: College graduates with undergraduate preparation in academic fields taught in secondary schools; all are candidates for master's degree.

SCHOOL SYSTEM SERVICED: New York City and Nassau County.

FUNDED BY: Board of Higher Education of the City of New York.

SPECIAL CHARACTERISTICS: Summer session includes integrated course covering social and psychological foundations, general methods and observations and student teaching in a summer school; fall and spring semesters include intern teaching plus special methods taught by a resource teacher in the cooperating school; seminars at college one afternoon per week cover special methods; problems of teaching, philosophy of education and psychology; resource teachers who work with students are public school teachers especially selected and paid by college.

CONTACT PERSON: Prof. Lester Rosenthal, Coordinator, CUNY Queens College.

EVALUATION: Ongoing, informal thus far; further plans in progress.

PROGRAM: **Upward Bound.**

AIM: To provide college orientation in the form of courses and counseling during the summer to high school students of high potential; follow up, weekly seminars during the academic year.

DATE BEGUN: June 1966.

STAFF: Director; assistant director; teachers; counselors; student tutors.

DURATION: Year to year.

FUNDED BY: Office of Economic Opportunity.

SPECIAL CHARACTERISTICS: Student teachers could be used.

CONTACT PERSON: Mr. Barry Zamoff, Director CUNY Queens College.

EVALUATION: In process.

Saint Joseph's College for Women

245 Clinton Avenue, Brooklyn, New York 11205

Program: **Tutorial Program.**

Aim: To provide remedial work for the children and laboratory experience for students in a teacher education program.

Date begun: September 24, 1965.

Staff: 2 assistant principals; college teacher of language arts, mathematics for children.

Duration: Indeterminate; will take place every semester.

Students: Approximately 125 juniors over the year.

School system serviced: New York City (P.S. 270).

Special characteristics: This program is carried on under the campus school program of the New York City public schools; it was requested by the school and the college responded to the felt need of a tutorial program to give these so-called disadvantaged children a one to one relationship with an adult; the dividends to the college training program have been incalculable.

Contact person: Sister Margaret Louise, Chairman, Child Study Department, St. Joseph's College for Women.

Evaluation: Several undergraduate studies are under way.

State University College at Brockport

Brockport, New York 14420

Program: **Campus Demonstration School.**

Aim: Through the development of an integrated school community in grades 1-8 at the Brockport Demonstration School, the college will attempt for pre- and inservice teachers:

To develop instructional techniques, procedures and practices that facilitate the psychological process associated with desegregation.

To assist suburban school districts to prepare for and enter into desegregation plans similar to the Rochester-Brockport suburban transfer design.

To assist inservice teachers and administrators to assume leadership roles in their home districts as these districts contemplate any future desegregation plans.

To provide prospective teachers and administrators with direct learning experiences in desegregated education.

To understand facets of the psychological process associated with desegregation as these are revealed in the Brockport Campus School.

To present and develop concepts and understandings relating to desegregation in northern urban areas, especially Rochester and Monroe County, during three weeks summer phase of seminars and guided observations.

To follow up above during three weekend seminars and one full week of guided observations and seminars.

To examine techniques and materials used in ongoing desegregation program of Demonstration School.

Date begun: July 1966.

Staff: Director; Demonstration School staff; social psychologist; research associate.

Duration: Through July 1968 as of this time.

School system serviced: Inner city Rochester, suburban Brockport (Monroe County) Demonstration School population — 550 (1966-67, 32 inner city students; 1967-68, 60-80 inner city students).

Funded by: Civil Rights Act; Title I ESEA; awaiting refunding through Title III Regional Center and Title III Higher Education Act.

Special characteristics: Observation of ongoing integrated program through unique mezzanine facilities of Demonstration School; use of video tape for development of demonstration techniques; coordination of program with City of Rochester and suburban schools through Title III Regional Center.

Contact person: Dr. Andrew D. Virgilio, Principal Campus Demonstration School, SUC Brockport.

Evaluation: June 1968.

Program: **Simulation and Analysis of Problems of Beginning Teachers.**

Aim: Present project:

To identify and simulate problems of beginning teachers so that preservice students may come to terms with these problems prior to their initial teaching.

Extension of technique in planning:

To identify and simulate the problems of teachers working in inner city schools.

To collect and produce simulation materials for training teachers to handle the problems of an integrating school.

To aid in the recruitment and selection of teachers for the disadvantaged.

To train students in specific skills by means of micro-teaching and classroom simulation techniques.

To stress the use of games or simulation with disadvantaged students.

Date begun: June 1965.

Staff: Director of project; 2 project associates; student assistant; support from education division.

Duration: One year of planning and development; one year with one 2 week simulation workshop for each group of student teachers; one year of follow up.

Students: 2 groups of 20 seniors in simulation, 20 seniors in control.

Funded by: Cooperative Research Project OE-6-10-003.

Special characteristics: Role playing; multimedia approach; multi-reference; decision-making emphasis; group processes studied.

Contact person: Dr. Frank W. Broadbent, Director, Simulation Project, SUC Brockport.

Evaluation: Experimental-Control groups design with follow up in first year of teaching; in progress.

State University College at Buffalo

1300 Elmwood Avenue, Buffalo, New York 14222

Program: **National Teacher Corps.**

Aim: To prepare promising college graduates in the special competencies required to be effective teachers of disadvantaged children in the elementary schools in the core areas of cities.

To increase the number of fully certified teachers especially qualified to meet the unique needs of schools in urban slums.

To offer increased educational opportunities to economically and educationally disadvantaged children; to help "reach and teach" the children of poverty.

Date begun: Preservice: July 1966.
Inservice: September 1966.

Staff: Director of project for the college; coordinator for the Buffalo public schools; 2 college faculty members (each semester); 5 experienced classroom teachers acting as team leaders for groups of 4 interns; TV technician; resource people: classroom teachers, supervisors, principals in the schools where Teacher Corps teams are assigned.

Duration: A 2 year, 2 summer sequence.

Students: Interns: 19. Team leaders: 5.

School system serviced: Buffalo.

Funded by: U.S. Office of Education, Higher Education Act Title V B.

Special characteristics: Three part program: 1) tuition free academic program leading to the Master of Science in elementary education and certification in New York State; 2) internship in the public schools at a beginning teacher's salary—under continued guidance and supervision of an experienced teacher on a 4 interns to 1 team leader ratio; 3) community study and service to learn about the people, their nature and needs, and to serve the community in a way to help meet the needs.

Contact person: Dr. Caryl G. Hedden, Director, SUC Buffalo.

Evaluation: In process by the college and the national office of the Teacher Corps.

State University College at Fredonia

Fredonia, New York 14063

Program: **Inservice Training Program for Elementary and Secondary School Teachers.**

Aim: To identify the culturally disadvantaged.

To study the impact of changes in American life upon their educational needs.

To review promising school programs and projects for the culturally disadvantaged.

To analyze new directions in preservice and

State University College at Fredonia

continued

inservice teacher education programs related to serving the culturally disadvantaged.

To undertake individual and group projects for inservice instructional improvement.

Date begun: July 1966.

Staff: 1 faculty member from the education department.

Duration: 6 week summer session.

Students: Limited to 25 experienced teachers.

School system serviced: Chautauqua County and adjacent counties.

Funded by: New York State Education Department.

Special characteristics: Field trips; guest speakers; films; panel discussions; special emphasis upon individual and group projects; residing in the service area are culturally disadvantaged families which include Negroes, Puerto Ricans, Indians and rural poor whites.

Contact person: Dr. Leo J. Alilunas, SUC Fredonia.

Evaluation: Follow up reports received from the teachers after they have returned to their teaching positions.

State University College at Geneseo

Geneseo, New York 14454

Program: **Teachers of Children of Seasonally Employed Agricultural Workers** (Summer Workshop).

Aim: To enable the participants:

To know the economic and social backgrounds of migrant children.

To develop the skills essential to working more effectively with the children, starting from their academic and social levels.

To develop curricula and materials which are suited to migrant children's needs.

To meet and talk with various individuals who, in some way, are associated with the migrant picture.

To observe, participate and eventually direct summer programs for migrant children.

To learn how to obtain community interest and involvement in migrant problems.

Date begun: June 27, 1966.

Staff: Director; assistant director; national, state and local representatives of public and private organizations who acted as consultants.

Duration: June 27-July 14, 1966 and August 15-18, 1966.

Students: 22 teachers and principals.

School system serviced: Various districts in New York State which conduct summer schools for migrant children.

Funded by: Title IIIB grant from Office of Economic Opportunity to New York State Education Department.

Special characteristics: Consultants ranging from members of the Office of Health, Education and Welfare to the migrant workers themselves; field trips; practice teaching; 4 weeks actual teaching; films; development of materials for teaching migrant children.

Contact person: Dr. Gloria Mattera, Director, SUC Geneseo.

Evaluation: Supervision by project director of participants working in schools; full week of evaluation when participants returned to Geneseo campus.

State University of New York at Albany

1223 Western Avenue, Albany, New York 12203

Program: **Action for Cultural Enrichment**

Aim: To use tutoring as a vehicle for establishing peer-group relations with college student tutors with disadvantaged backgrounds who have "made it."

To aid local school systems by encouraging capable disadvantaged "problem youngsters" to aspire to college—to rise above their disadvantagement.

Date begun: September 1965.

Staff: Director and assistant director of Project on Education of the Disadvantaged; program administrator.

Duration: Each scholastic year.

School system serviced: Amsterdam, Rensselaer, Mechanicville.

Funded by: Federal grants for work-study program.

Special characteristics: Tutors must qualify for work-study funds; tutors spend 15 hours a week with tutees; tutors seek to establish a rapport that shows that they "really care what happens" to the tutees.

Contact person: Mrs. Rhoda Ringel, Project Administrator, SUNY Albany.

Evaluation: Many students show marked interest and improvement in school work.

Program: **Institute on Special Educational Problems Occasioned by Desegregation**

Aim: To provide training aimed at sensitizing preservice teachers in order to make them receptive to effective methods and materials for teaching in inter-racial and inner city schools (change attitudes and behavior).

To provide meaningful and supervised student teaching experiences of trained teachers in inter-racial inner city schools.

To encourage new teachers to choose inner city schools by making them competent teachers for those areas.

Date begun: August 1965.

Staff: Director of institute; assistant director; faculty members who are supervisors of student teachers; ancillary staff: university faculty members who give presentations; guest consultants and presenters.

Duration: One each year, beginning in August and continuing throughout the academic year.

Students: 15-25 seniors from social studies, English and business education, SUNYA and 10 from State University College at Plattsburgh in elementary education; 25 inservice teachers from New York State.

School system serviced: Buffalo and Rochester; Boston and Springfield, Massachusetts; Philadelphia, Pennsylvania as well as districts represented by inservice participants.

Funded by: Section 404, Civil Rights Act, 1964.

Special characteristics: 2 week live-in session in August; follow up sessions one day each month for academic year; training aimed at sensitizing; practice teaching in inner city schools; inter-disciplinary academic presentations to support new attitudes and behavior.

Contact person: Dr. John A. Ether, Director. Prof. Daniel Geneles, Assistant Director, SUNY Albany.

Evaluation: High percentage of trainees return to inner city; teaching recognized as effective.

Program: **Instructors of Teachers of the Disadvantaged** (Summer Workshop)

Aim: To provide content and implications of being disadvantaged and community responses to it.

To understand role of schools, provide skills, methods and programs for working with disadvantaged.

To provide skills and knoweldge necessary for developing, coordinating and instructing an inservice course for teachers of the disadvantaged.

Date begun: July 1966.

Staff: Director and assistant director of project; 5 faculty members—inter-disciplinary presentations; classroom personnel from various cities and districts who have attended previous workshops and have been responsible for inservice activity.

Duration: Two weeks each summer.

Students: 40 inservice teachers.

Funded by: New York State Education Department and local school districts.

Special characteristics: Live-in, controlled environmental setting; special selection by participating school district; participants obligated to conduct workshops in their own districts.

Contact person: Dr. John A. Ether, Director. Prof. Daniel Ganeles, Assistant Director, SUNY Albany.

Evaluation: Participants evaluate and report their own workshops to SUNYA.

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State University of New York at Buffalo

Buffalo, New York 14214

PROGRAM: **Woodlawn Project.**

AIM: Teachers for "target area" schools:

To prepare teachers who have the commitment, perspective and skill necessary for teaching the disadvantaged.

To initiate changes in teacher education sequences to make them less abstract, more cogent.

To provide an internship "bridge" for beginning teachers.

DATE BEGUN: September 1965.

STAFF: Public school teachers; supervisor; administrator; AV specialist; university educational foundations and psychology specialists; student teacher supervisor.

DURATION: No cut off date set.

STUDENTS: 40 juniors, 20 seniors, 8 interns after 9/67.

SCHOOL SYSTEM SERVICED: Buffalo (Woodlawn Junior High School).

FUNDED BY: University and school system; tentative ESEA support for interns.

SPECIAL CHARACTERISTICS: Joint staffing; sociology and psychology lab work at school; internships for provisionally certified interns at normal starting pay; university aid to interns.

CONTACT PERSON: Dr. Warren Button, SUNY Buffalo.

EVALUATION: Not completed.

Syracuse University

Syracuse, New York 13210

PROGRAM: **Urban Teacher Preparation Program.**

AIM: Preparing elementary and secondary school teachers of the disadvantaged in urban school systems:

To develop and gather data on a new, experimental assessment procedure in selecting applicants for admission to the program.

To prepare teachers who have the necessary understandings, attitudes, and instructional skills to work effectively with disadvantaged children and youth through combined graduate study and a half time paid internship in inner city schools in Syracuse.

DATE BEGUN: February 1, 1964.

STAFF: Director; two associate directors, one of whom is the Assistant Superintendent for Personnel of the Syracuse School Districts; research associate; graduate assistant; ancillary staff: 4 teachers from the Syracuse schools who are released from teaching to supervise interns.

DURATION: Two summer sessions and the intervening academic year.

STUDENTS: 20 to 30 fifth year students.

SCHOOL SYSTEM SERVICED: Syracuse.

FUNDED BY: Ford Foundation and the Syracuse School District for the initial three and a half year period.

SPECIAL CHARACTERISTICS: Special assessment procedure for selection; paid half time internship with close supervision and support during entire school year; video-tapes of each intern for analyzing strengths and weaknesses.

CONTACT PERSON: Dr. Ernest J. Milner, Director, Syracuse University.

EVALUATION: Follow up evaluation visits by program staff for 3 years; evaluation by graduates' principals and supervisors; self-evaluation by each graduate.

Yeshiva University, Ferkauf Graduate School

55 Fifth Avenue, New York City 10003

PROGRAM: **NDEA Institute for Teachers of Disadvantaged Youth — Reading and Language Arts 7-9.**

AIM: To effect professional growth and development of participant.

To effect instructional improvement in reading and language arts: the Skills Centers approach.

To develop positive self-image as a teacher and as an agent of a school.

To develop positive perceptions of the disadvantaged child as a learner.

To develop creativity in participant.

DATE BEGUN: July 5-August 15, 1966; July 3-August 14, 1967.

STAFF: Director; director of reading and language arts center; 2 faculty members.

DURATION: Summer institutes as above.

STUDENTS: 1966—30; 1967—36.

FUNDED BY: U.S. Office of Education, NDEA, Title XI.

SPECIAL CHARACTERISTICS: Skills centers approach (demonstration school on campus); sensitivity training for staff and participants; professional growth via above and opportunity to create new materials; awareness of need to set climate of classroom appropriate for maximal teaching-learning effectiveness.

CONTACT PERSON: Dr. Julian Roberts, Director, Ferkauf Graduate School, Yeshiva University.

EVALUATION: Report available on request (for summer 1966 program).

PROGRAM: **Project Beacon Training Program.**

AIM: An innovative preservice program of teacher education:

To prepare liberal arts college graduates for effective service as elementary school teachers of socially disadvantaged students.

DATE BEGUN: 1963.

STAFF: Director; instructors of seminars; 2 supervisors of student teaching; research evaluator.

DURATION: Fall and spring semesters, plus 6 weeks summer term.

STUDENTS: 20 (12 women, 8 men).

FUNDED BY: U.S. Office of Education, Higher Education Act of 1965, Title V, C.

SPECIAL CHARACTERISTICS: Three broad seminars in the areas of psychology, sociology and education (rather than a series of specific courses); field work in social agencies serving slum neighborhoods; all day student teaching in depressed area schools; partial use of observational seminar technique; program leads to Master of Science degree and state certification for grades N-6.

CONTACT PERSON: Dr. Doxey A. Wilkerson, Director, Ferkauf Graduate School, Yeshiva University.

EVALUATION: Comprehensive program of evaluation in process; report of evaluation of programs in 1963-64 and 1964-65 available on request.